



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report
for Harlem Children's Zone Promise
Academy I Charter School

SCHOOL YEAR 2018-2019

NEW YORK CITY DEPARTMENT OF EDUCATION
Office of School Design and Charter Partnerships
100 Gold Street
Suite 3500
New York, NY 10038
Tel: 212-374-5419
CharterOversight@schools.nyc.gov
schools.nyc.gov/charters

CONTENTS

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION.....	2
PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS	5
PART 3: FINDINGS	8
APPENDIX A : SCHOOL OVERVIEW.....	46
APPENDIX B : SCHOOL VISIT	49
APPENDIX C : ACADEMIC PERFORMANCE	50
APPENDIX D : GRADE 3-8 PERFORMANCE LEVELS	51
APPENDIX E : REGENTS PERFORMANCE FOR SPECIAL POPULATIONS.....	53
APPENDIX F : CHARTER SCHOOL GOALS	61
APPENDIX G : RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS	71
APPENDIX H : ADDITIONAL ACCOUNTABILITY DATA	74
SOURCES	75

This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor's determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

Harlem Children's Zone Promise Academy 1 Charter School	
DBN	84M284
School Leader(s)	Zahida Aminy; ; Kashif Hameed; Joseph Cordero; Achil Petit; Anne Williams-Isom;
Board Chair(s)	Geoffrey Canada
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Community Based Organization: Harlem Children's Zone
District(s) of Location	5
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(M908) 245 West 129th Street, New York, NY 10027 Grades at Building: K-12 Facility Owner: DOE
2018-2019 Enrollment ⁱ	1,146
2018-2019 Grades Served	K-12
Current Authorized Enrollment	1,250
Current Authorized Grade Span	K-12
School Opened For Instruction	2004-05
School Year of First Renewal	2008-09
School Year of Second Renewal	2013-14
Current Charter Term ¹	August 11, 2014 - June 30, 2019

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

RENEWAL RECOMMENDATION

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full-term renewal for Harlem Children's Zone Promise Academy I ("HCZ PA I").

Recommendation	
Proposed New Charter Term	5 years
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	1250

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a full-term renewal, the school's full application plans are included below.

In the event that the charter receives a subsequent full-term renewal in the 23-24 school year and does not submit an alternative plan in its application, the school will automatically be authorized to serve 1,250 students in grades K-12 in that future charter term, in alignment with the plan described below.

Grade	Current School Year (2018-19)	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)	Year 4 (2022-23)	Year 5 (2023-24)
K	100	150	150	150	150	150
1	100	125	125	125	125	125
2	100	125	125	125	125	125
3	100	100	100	100	100	100
4	100	100	100	100	100	100
5	100	100	100	100	100	100
6	100	100	100	100	100	100
7	100	95	95	95	95	95
8	100	85	85	85	85	85
9	93	75	75	75	75	75
10	86	70	70	70	70	70
11	95	65	65	65	65	65
12	76	60	60	60	60	60
TOTAL	1250	1250	1250	1250	1250	1250

The school will implement a preference for English Language Learners (ELLs) starting with the 2019-2020 lottery.

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

HCZ PA I was renewed for a full five-year term in the 2013-14 academic year with no conditions.

CHARTER SCHOOL BACKGROUND

HCZ PA I is a K-12 school located in the Harlem neighborhood of Manhattan. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 5. The school is not co-located with any other schools or programs.²

The school is in its third charter term.

SCHOOL HIGHLIGHTS³

According to the school's renewal application, "HCZ PA I's approach is to address the whole child, and to do so over years and years. That means we offer a high-quality education, and we also do whatever it takes to address any issue – even those outside the classroom - that can hinder a child's success. We have hundreds of experienced faculty dedicated to fostering our students' intelligence, health, character and civic-mindedness."

CURRENT SCHOOL LEADERSHIP TEAM⁴

School Leader Name		Position	Years at School
1.	Achil Petit	Superintendent	8.0
2.	Joseph Cordero	Principal, Upper Elementary	7.0
3.	Kashif Hameed	Principal, Middle School	8.0
4.	Zahida Aminy	Principal, High School	8.0

² According to NYC DOE Location Code Generation and Management System.

³ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

⁴ School Leadership Team information is from July 1, 2018 through October 1, 2018.

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal

application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

At the time of this school's renewal, HCZ PA I has partially demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ⁵	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶	◐	2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 1

⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁶ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	◐	2015-16: Met 2016-17: Met 2017-18: Not Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A ⁷	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 4
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 5
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 6

⁷ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

Standards	Charter Term Outcomes⁵	Details
Geometry Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 8
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 10
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 7
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 9
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	2015-16: N/A 2016-17: Met 2017-18: Met See Figure 11
Global History Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 16
Global History Transition Regents exam pass rates meet or exceed Citywide rates	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 17
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 18

Standards	Charter Term Outcomes⁵	Details
Living Environment Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 12
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: N/A See Figure 13
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 14
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 15
Graduation rates meet or exceed Citywide rates ⁸	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 19
Academic Growth		
NYS ELA exam proficiency rates increase	●	2015-16: Met 2016-17: Met 2017-18: N/A⁹ See Figure 1
NYS Math exam proficiency rates increase	●	2015-16: Met 2016-17: Met 2017-18: N/A See Figure 2
NYS Comprehensive English Regents exam pass rates increase	○	2015-16: Not Met 2016-17: N/A 2017-18: N/A See Figure 4

⁸ The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.









⁹ For NYS assessments administered beginning with the 2017-18 school year, NYS ELA and Math tests were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

Standards	Charter Term Outcomes⁵	Details
NYS English Language Arts Common Core Regents exam pass rates increase	●	2015-16: N/A 2016-17: Not Met 2017-18: Met See Figure 5
NYS Integrated Algebra Regents exam pass rates increase	N/A	See Figure 6
Geometry Regents exam pass rates increase	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 8
Algebra 2/Trigonometry Regents exam pass rates increase	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 10
Algebra I (Common Core) Regents exam pass rates increase	●	2015-16: Met 2016-17: Met 2017-18: Not Met See Figure 7
Geometry (Common Core) Regents exam pass rates increase	●	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 9
Algebra II (Common Core) Regents exam pass rates increase	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 11
Global History Regents exam pass rates increase	●	2015-16: Met 2016-17: Not Met 2017-18: N/A¹⁰ See Figure 16
Global History Transition Regents exam pass rates increase	N/A ¹¹	See Figure 17

¹⁰ NYSED did not administer this exam in June 2018 due to the change to the Global History Transition exam. As such, the 2017-18 results are not comparable to 2016-17. This standard is not applicable for 2017-18.

¹¹ This test was first administered during the 2017-2018 school year.

Standards	Charter Term Outcomes⁵	Details
U.S. History & Government Regents exam pass rates increase	●	2015-16: Not Met 2016-17: Met 2017-18: Not Met See Figure 18
Living Environment Regents exam pass rates increase	●	2015-16: Not Met 2016-17: Met 2017-18: Not Met See Figure 12
Physical Setting/Earth Science Regents exam pass rates increase	○	2015-16: Not Met 2016-17: Not Met 2017-18: N/A See Figure 13
Physical Setting/Chemistry Regents exam pass rates increase	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 14
Physical Setting/Physics Regents exam pass rates increase	N/A	See Figure 15
Graduation rates increase	●	2015-16: N/A 2016-17: Met 2017-18: Not Met See Figure 19
Closing the Achievement Gap		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 21
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 21
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 24

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates		2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 24
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates		2015-16: Met 2016-17: Met 2017-18: Met See Figure 20
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates		2015-16: Met 2016-17: Met 2017-18: Met See Figure 20
NYS Math exam proficiency rates for SWD meet or exceed CSD rates		2015-16: Met 2016-17: Met 2017-18: Met See Figure 23
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates		2015-16: Met 2016-17: Met 2017-18: Met See Figure 23
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹² meet or exceed CSD rates		2015-16: Met 2016-17: Met 2017-18: Met See Figure 22
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates		2015-16: Met 2016-17: Met 2017-18: Met See Figure 22
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates		2015-16: Met 2016-17: Met 2017-18: Met See Figure 25

¹² The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 25
NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 68
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 69
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 70
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 72
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 74
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 71
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 73
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 75
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 80
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 81
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 82
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 76
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 77
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 78
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 79
NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 53
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	◐	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 54
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 55

Standards	Charter Term Outcomes⁵	Details
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 57
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 59
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 56
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: Met See Figure 58
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 60
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: N/A See Figure 65
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 66
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 67
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: Met See Figure 61
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 62
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 63
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 64

Standards	Charter Term Outcomes⁵	Details
NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 83
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 84
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 85
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 87
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 89
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 86
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 88
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: N/A 2016-17: Met 2017-18: Met See Figure 90
Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 95

Standards	Charter Term Outcomes⁵	Details
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 96
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 97
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 91
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: N/A See Figure 92
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 93
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 94
Graduation rates for ELLs meet or exceeds Citywide rates	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 27
Graduation rates for SWD meet or exceeds Citywide rates	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 26
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A ¹³	

¹³ The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

Standards	Charter Term Outcomes⁵	Details
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates ¹⁴	●	2015-16: N/A 2016-17: Met 2017-18: Met See Figure 28
College & Career Preparatory Course Index meet or exceeds Citywide average	◐	2015-16: Not Met 2016-17: Met 2017-18: Not Met See Figure 29
College Readiness Index meet or exceeds Citywide average	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 30

¹⁴ The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱ

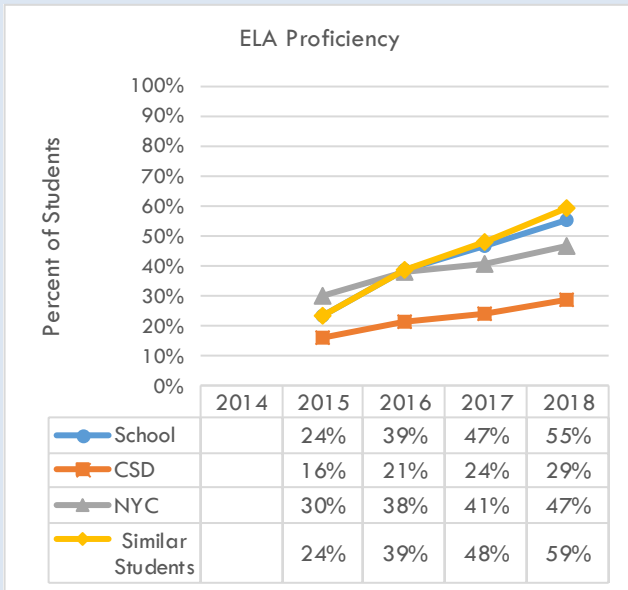


Figure 1

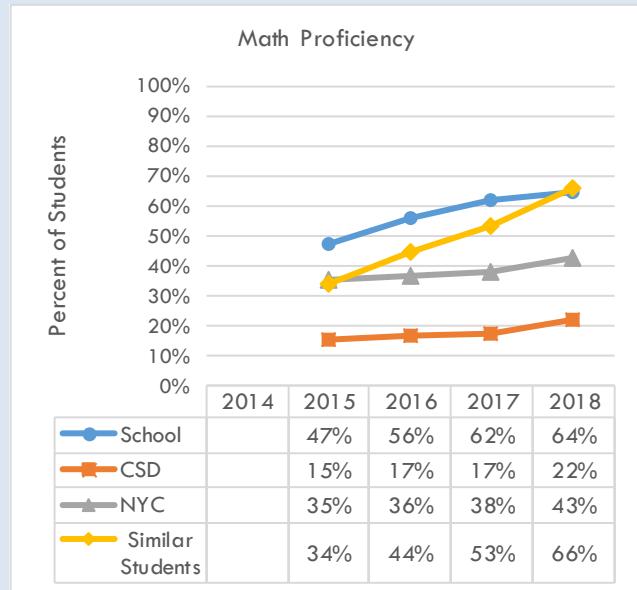


Figure 2

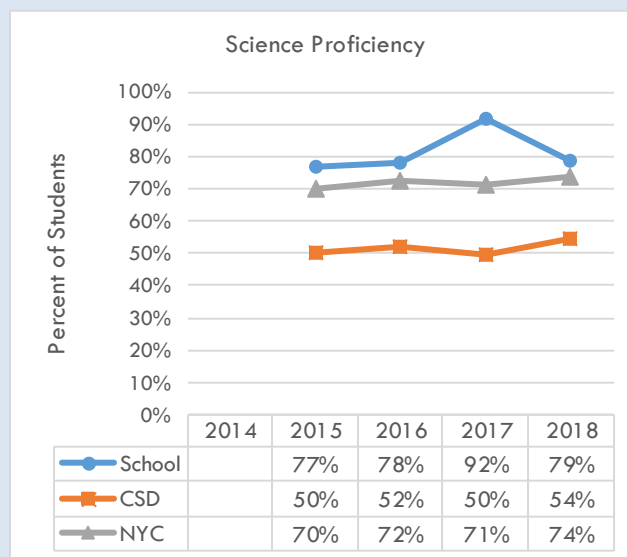


Figure 3

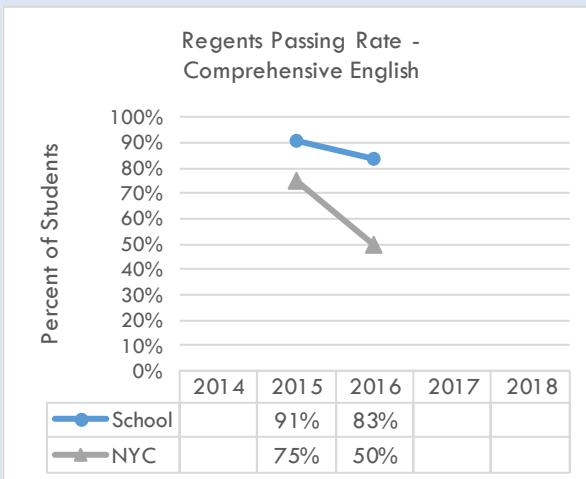


Figure 4

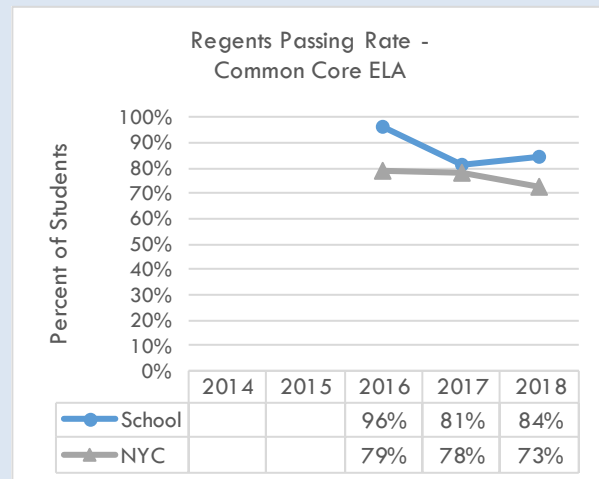


Figure 5

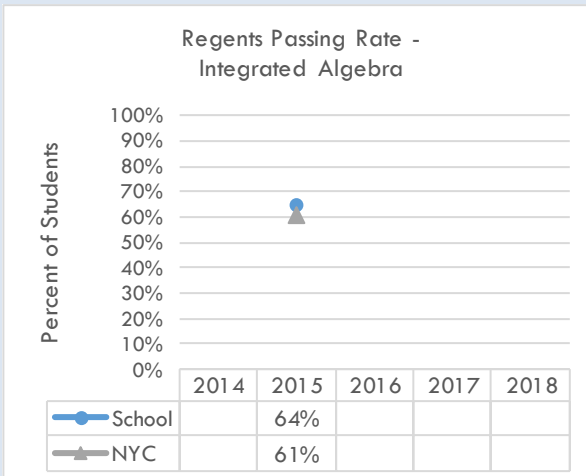


Figure 6

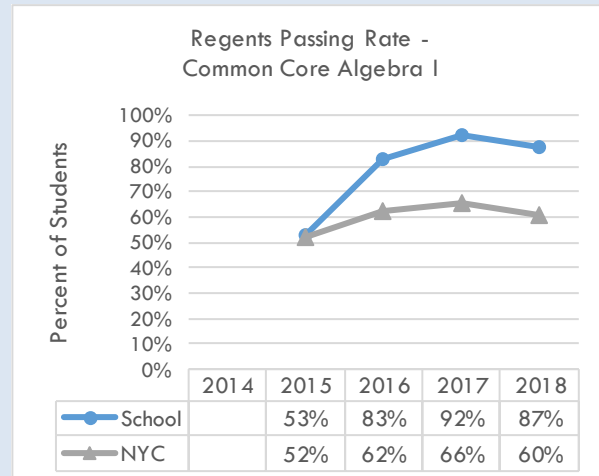


Figure 7

¹⁵ If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

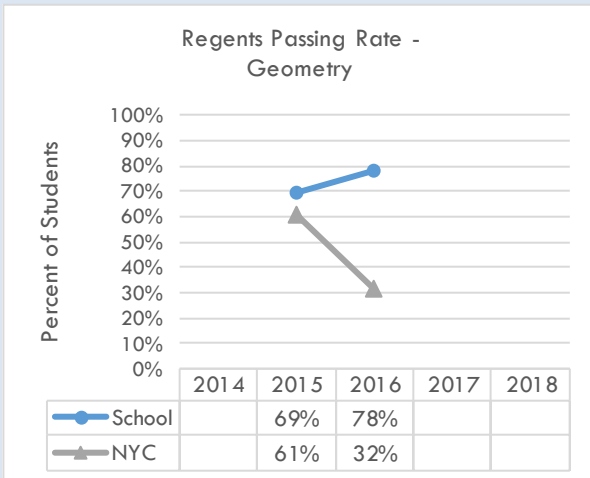


Figure 8

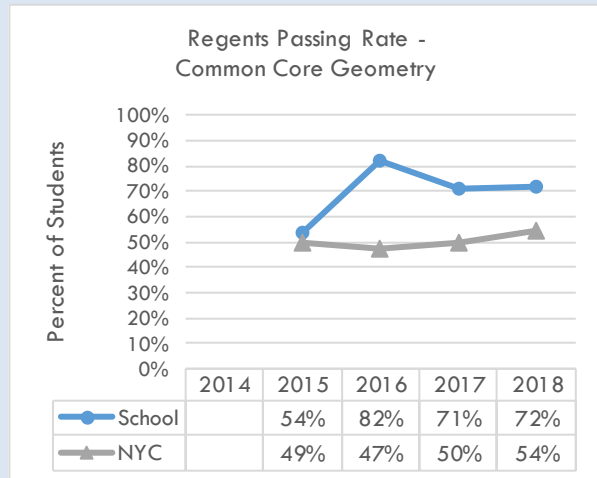


Figure 9

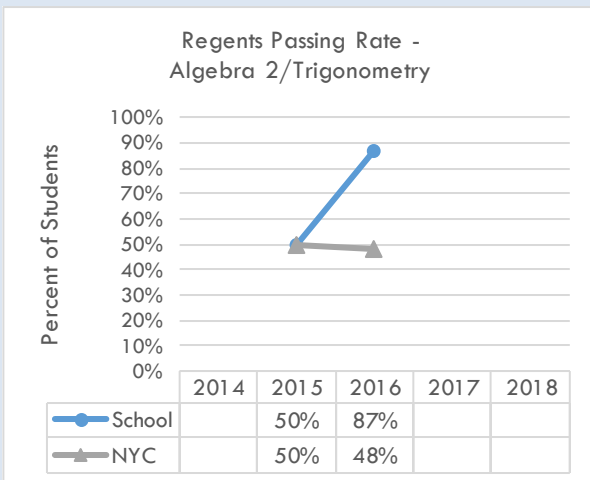


Figure 10

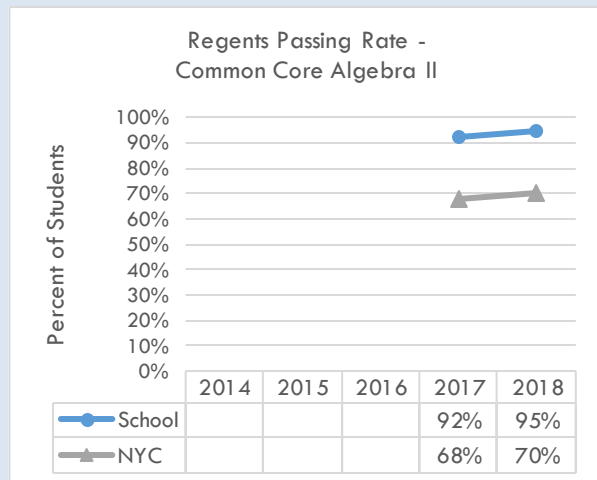


Figure 11

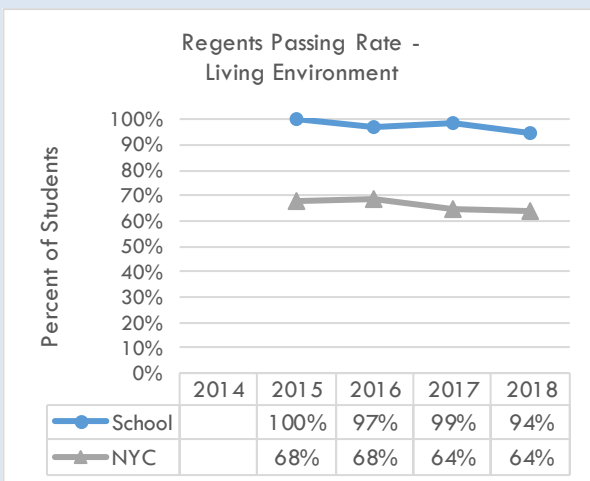


Figure 12

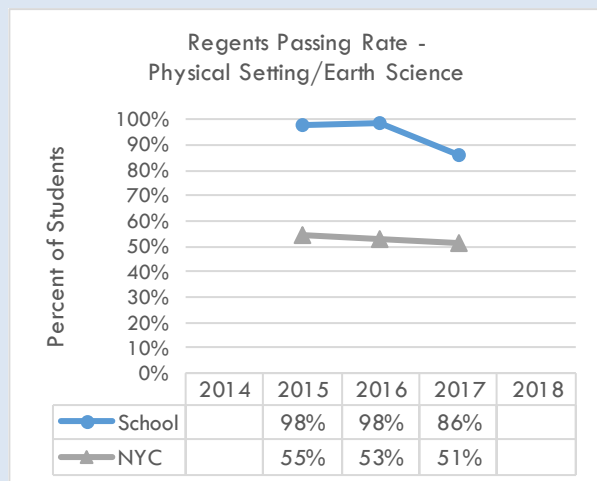


Figure 13

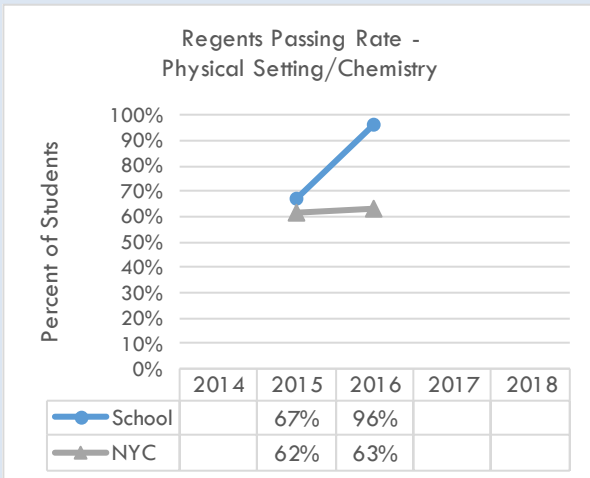


Figure 14

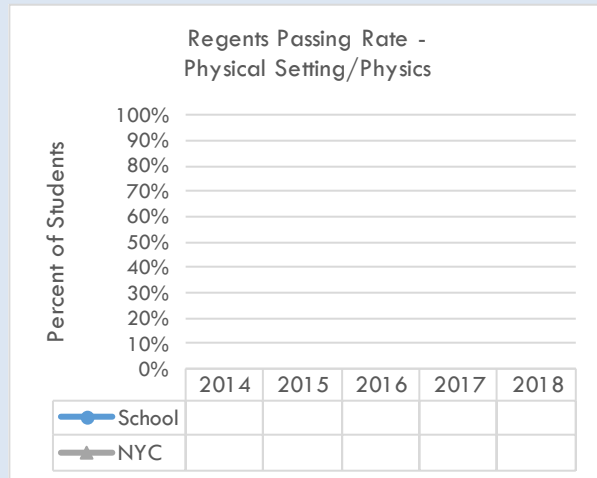


Figure 15

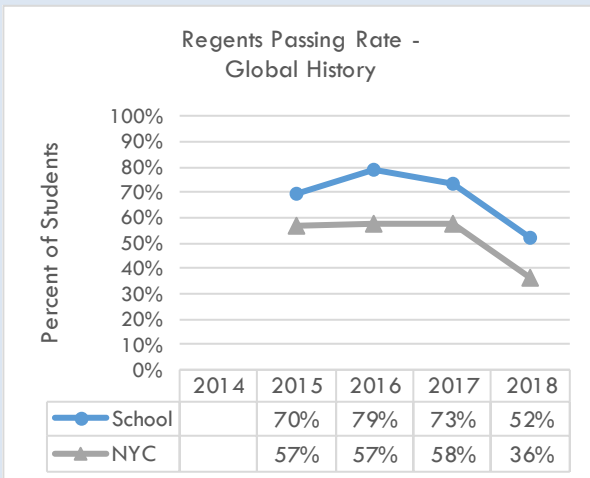


Figure 16

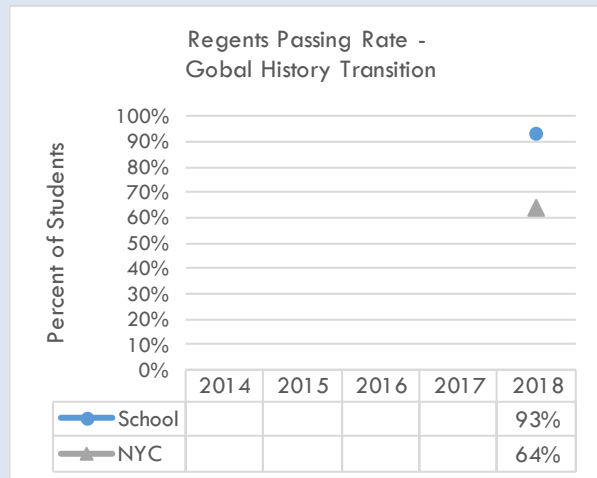


Figure 17

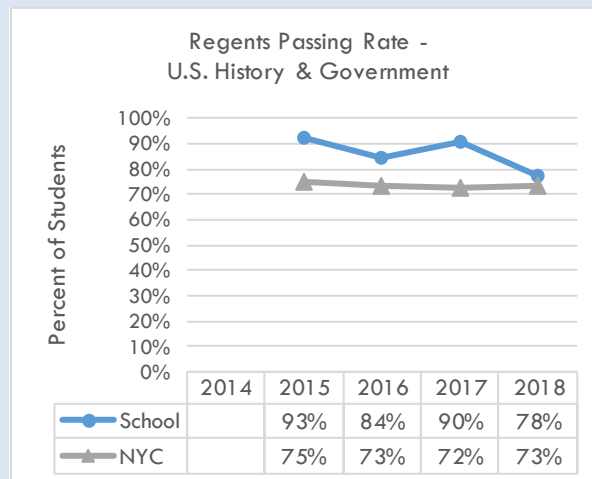


Figure 18

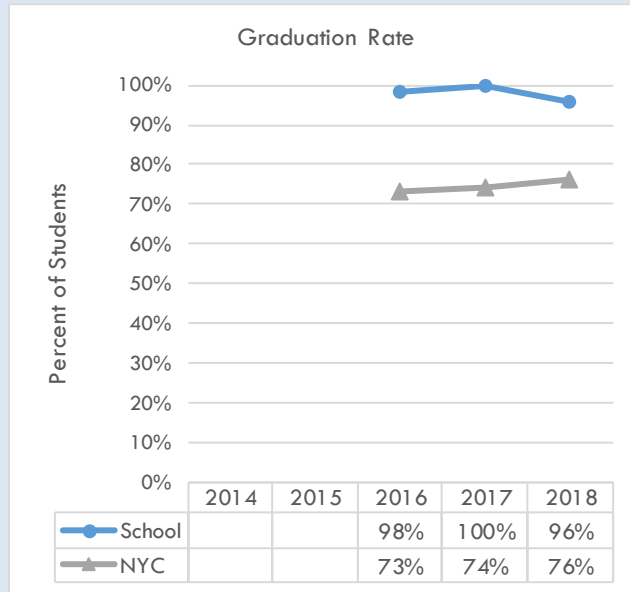


Figure 19

CLOSING THE ACHIEVEMENT GAP

For information on how the school is closing the achievement gap on Regents examinations, please see Appendix E.

GRADE 3-8 ENGLISH LANGUAGE ARTS¹

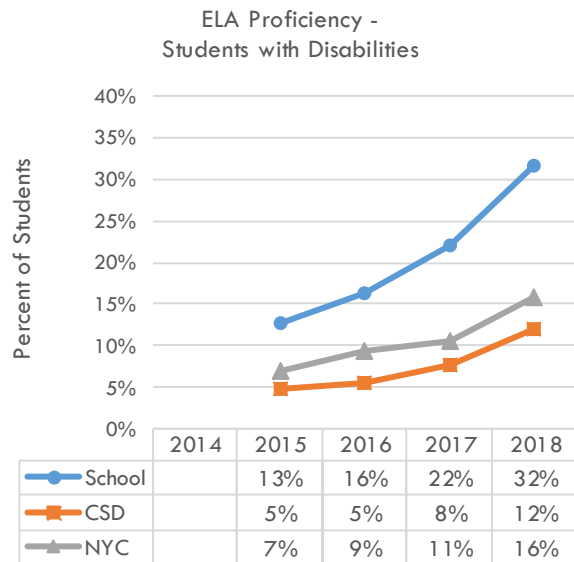


Figure 20

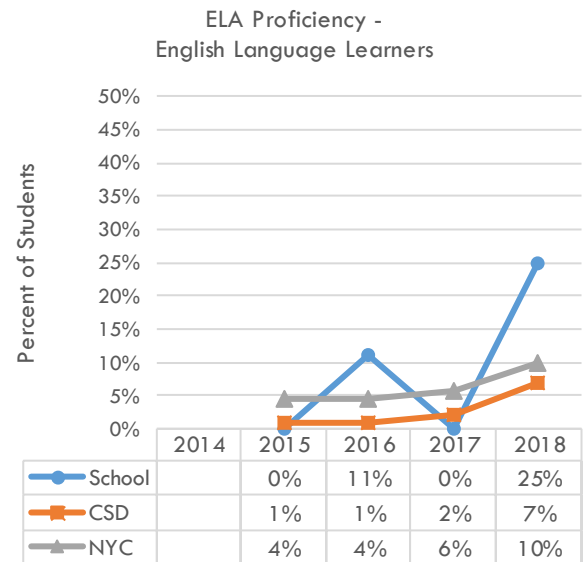


Figure 21

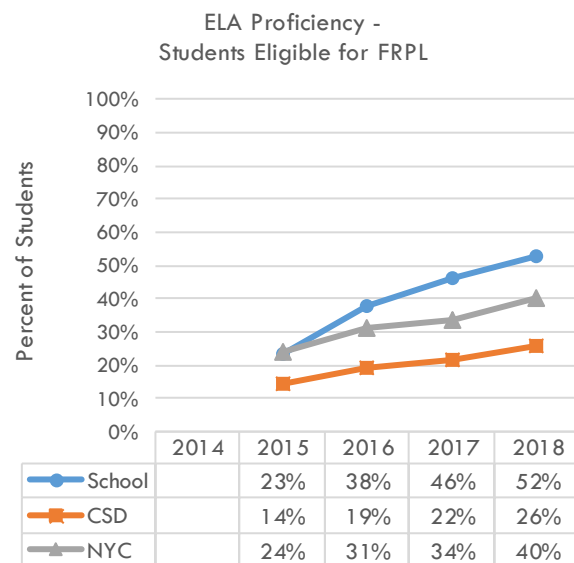


Figure 22

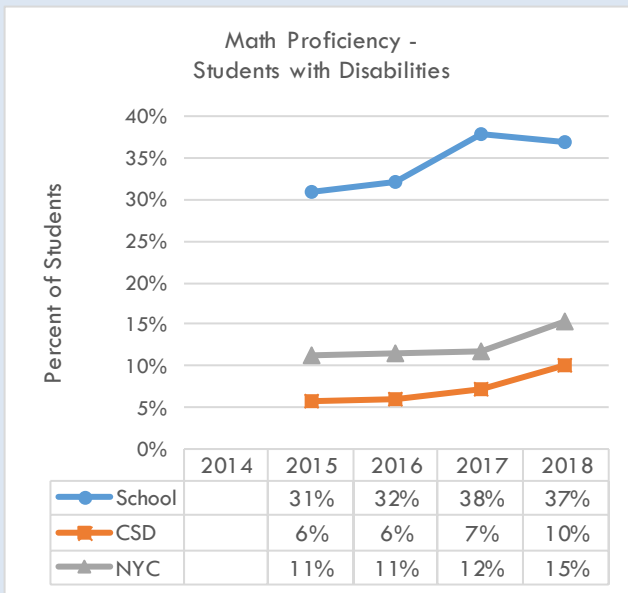


Figure 23

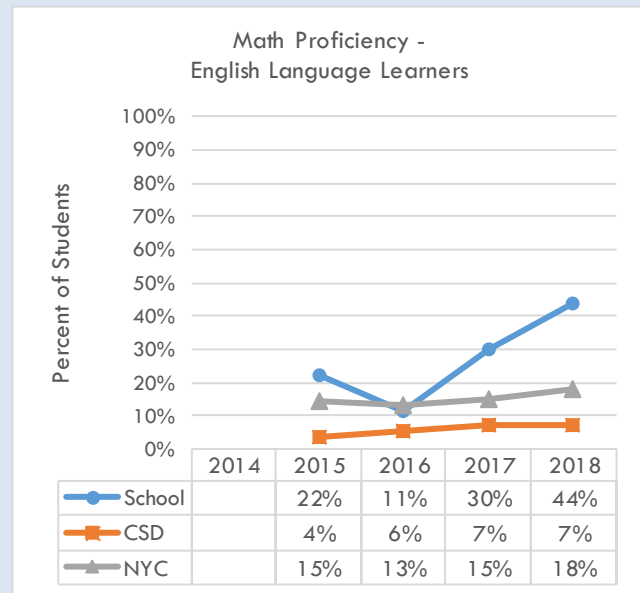


Figure 24

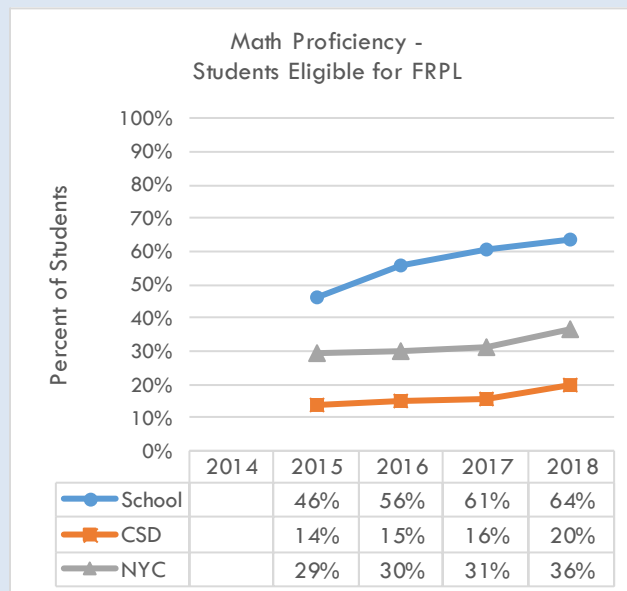


Figure 25

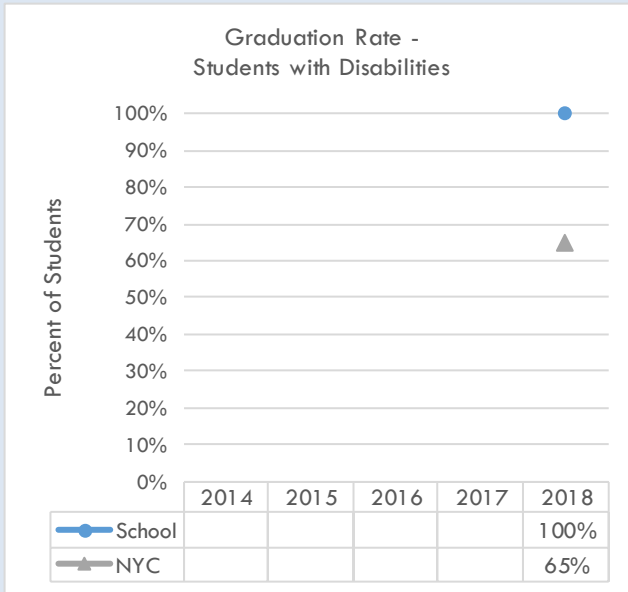


Figure 26

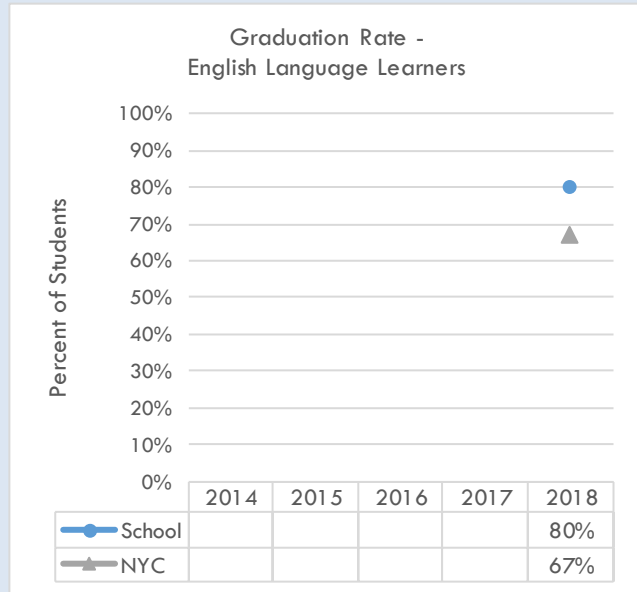


Figure 27

¹⁶ Note that results in cases when five or fewer students graduate are not displayed.

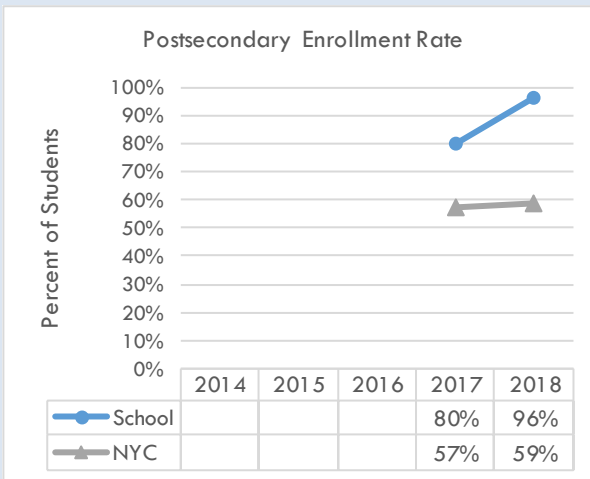


Figure 28

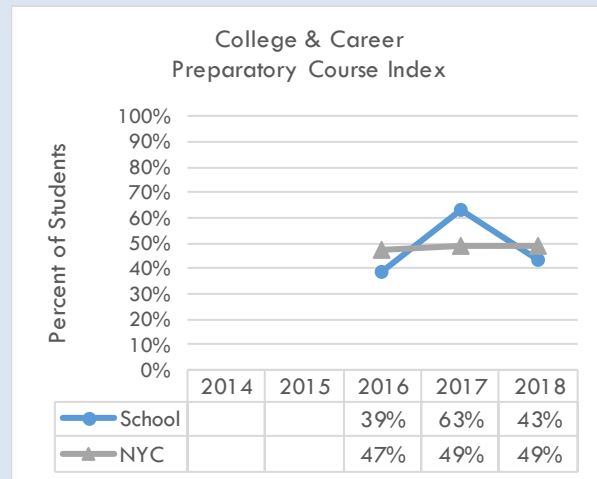


Figure 29

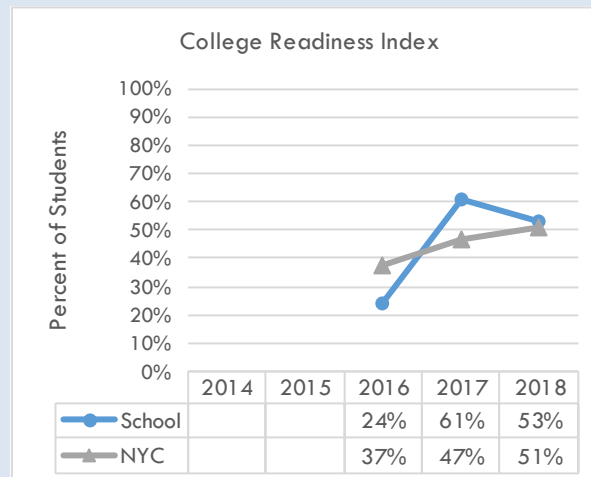


Figure 30

¹⁷ For complete definitions of these metrics, see the resources available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

At the time of this school's renewal, HCZ PA I has demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix F. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹⁸

Board Member Name	Position	Committee(s)	Years on Board
1. Geoffrey Canada	Chair	Audit Committee	14.0
2. Anne Williams-Isom	CEO & President	Audit Committee	4.0
3. Mitch Kurz	Treasurer & Secretary	Audit Committee	14.0
4. Kenneth Langone	Chairman Emeritus	N/A	14.0
5. Stanley Druckenmiller	Trustee	N/A	14.0
6. Denise Fuller	Trustee	N/A	12.0
7. Alfonso Wyatt	Trustee	N/A	14.0
8. Aisha Tomlinson	Parent Representative	N/A	10.0
9. Ellanor Brizendine	Trustee	N/A	1.0
10. Willie Mae Lewis	Trustee	N/A	6.0

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

DATA-DRIVEN INSTRUCTION

The HCZ PAI teaching philosophy is that all students have different instructional needs, and it is our job to find ways to identify and address those needs. Small-group instruction and tutoring offered in the After School program is an integral piece to achieving a high academic outcome. HCZ PAI also uses running records for assessing reading levels and identifying patterns of strategies that work.

PROFESSIONAL DEVELOPMENT

HCZ PAI has always focused on building a core of highly-qualified, driven teachers serving as beacons of experience to younger staff with great potential. PAI has expanded that focus by creating a Curriculum

¹⁸ Board of Trustees as of October 1, 2018.

Office of ELA and math coaches, giving teachers opportunities to receive guided instruction. We are also attracting and training talented teachers through student/teacher apprenticeships and Relay/GSE. A more intense series of mandatory PDs will be offered to new teachers starting summer 2017.

COLLEGE READINESS

To ensure that students in HCZ PAI have the best chance for academic success, the school has consistently aligned itself with collaborative programs. The Bard Early College Program and advanced placement classes, along with creating a campus like environment has been a useful tool in helping our children become college-ready. Students are offered services from the Center for Higher Education and Career Support with advisors who help and guide them through their college careers.

PARENT ENGAGEMENT

The HCZ PAI Parent Association (PAPA) members are instrumental in maintaining strong ties between school staff and the families of students. The school also benefits from HCZ's Parent Center, which offers professional development opportunities for the PAPA board and advises them on appropriate ways to manage feedback from the community of HCZ PAI parents.

ACADEMIC COACHES

HCZ PAI has academic coaches in ELA and math to ensure that the curriculum is aligned with the Common Core State Standards. The coaches use teaching strategies and data assessment to improve and strengthen the curriculum and target at risk students in order to help them achieve benchmarks. Lead teachers, teaching fellows and principals are also provided with opportunities to be trained by Relay/GSE, an accredited national nonprofit institution of higher education.

RECRUITMENT

The recruitment team focuses on finding quality candidates from around the country and works with leadership using the following strategies: attending/hosting teacher recruitment fairs and events at colleges/universities, internet job postings, advertisements, employee referrals and partnering with programs such as Teach for America. Student teachers from reputable universities are also trained in HCZ PAI classrooms with a focus on a data-driven positive school culture.

PIPELINE SERVICES

The services we offer such as, healthy nutrition, access to social services, foster care prevention and the HCZ PAI After School program with additional instruction opportunities ensures that our students begin on the same playing field as children from more affluent communities. We also have a fully operational health center at our main building for all HCZ PAI students and partner with proven organizations so that our children get the services they need to develop as healthy students.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFING^{ix}

In the 2015-16 school year, one or 5% of leadership staff left the school and forty-eight or 35% of instructional staff left the school.

In the 2016-17 school year, two or 11% leadership staff left the school and 55 or 39% of instructional staff left the school.

In the 2017-18 school year, five or 26% of leadership staff left the school and 48 or 32% of instructional staff left the school.

GOVERNANCE

In 2015-16, the Board had 10 members; this was within the minimum to maximum range of 7 to 17 members stated in the bylaws. The 2015-16 calendar listed 12 meetings, and met 10 times, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 10 times out of the 10 meetings that took place in 2015-16.

In 2016-17, the Board had 10 members; this was within the minimum to maximum range of 5 to 25 members stated in the bylaws. The 2016-17 calendar listed 12 meetings, and met 10 times, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 10 times out of the 10 meetings that took place in 2016-17.

In 2017-18, the Board had 10 members; this was within the minimum to maximum range of 5 to 25 members stated in the bylaws. The 2017-18 calendar listed 12 meetings, and met 9 times, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 9 times out of the eight meetings that took place in 2017-18.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on January 15, 2019. Eleven individuals attended the hearing. Six comments were made in support and zero were made in opposition to the proposed charter renewal. Comments in support focused on the academic success children are experiencing at the school and the desire for more parent involvement.

PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁹	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2015-16: Met 2016-17: Met 2017-18: Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	2015-16: Met 2016-17: Met 2017-18: Met
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ²⁰	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 31
Student attendance rate meets or exceeds CSD average	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 32
Student attendance rate meets or exceeds Citywide average	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 32
Improved student retention rate over prior year ²¹	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 33

¹⁹ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

²⁰ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

²¹ To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates.

Standards	Charter Term Outcomes ¹⁹	Details
Decreased student suspension rate over prior year ²²	●	2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 48 and Figure 49
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	●	2015-16: Met 2016-17: Met 2017-18: Met
School has documented teacher evaluation procedures	●	2015-16: Met 2016-17: Met 2017-18: Met
School has documented professional development opportunities	●	2015-16: Met 2016-17: Met 2017-18: Met
School has a formal process for evaluating progress against charter school goals	●	2015-16: Met 2016-17: Met 2017-18: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2015-16: Met 2016-17: Met 2017-18: Met
Board has developed a succession plan for board and school leadership	●	2015-16: Met 2016-17: Met 2017-18: Met
Board has access to legal counsel	●	2015-16: Met 2016-17: Met 2017-18: Met

²² To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates.

Standards	Charter Term Outcomes ¹⁹	Details
Board held the required number of meetings per the charter law	○	2015-16: Not Met The board did not hold the required July 2015 or August 2015 meetings. 2016-17: Not Met The board did not hold the required August 2016 or December 2016 meetings. 2017-18: Not Met The board did not hold the required August 2017, November 2017 or February 2018 meetings.
Board meetings consistently meet quorum	●	2015-16: Met 2016-17: Met 2017-18: Met
Compliance		
School's ELL enrollment meets or exceeds CSD rate	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 36
School's ELL retention meets or exceeds CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 37
School's SWD enrollment meets or exceeds CSD rate	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 34
School's SWD retention meets or exceeds CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 35
School's FRPL enrollment meets or exceeds CSD rate	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 38

Standards	Charter Term Outcomes¹⁹	Details
School's FRPL retention meets or exceeds CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 39
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy must be consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs	●	2015-16: Met 2016-17: Met 2017-18: Met
School has followed all applicable lottery and enrollment laws and regulations	●	2015-16: Met 2016-17: Met 2017-18: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	2015-16: Met 2016-17: Met 2017-18: Met
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1) ²³	●	2015-16: Met 2016-17: Met 2017-18: Met
School is in compliance with employee fingerprinting requirements	●	2015-16: Met 2016-17: Met 2017-18: Met
School has an appropriate safety plan	●	2015-16: Met 2016-17: Met 2017-18: Met
School has appropriate insurance documentation	●	2015-16: Met 2016-17: Met 2017-18: Met
School is in good standing with the Department of Health	●	2015-16: Met 2016-17: Met 2017-18: Met

²³ Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

Standards	Charter Term Outcomes¹⁹	Details
School has submitted its Annual Report to NYSED and posted it online	●	2015-16: Met 2016-17: Met 2017-18: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2015-16: Met 2016-17: Met 2017-18: Met

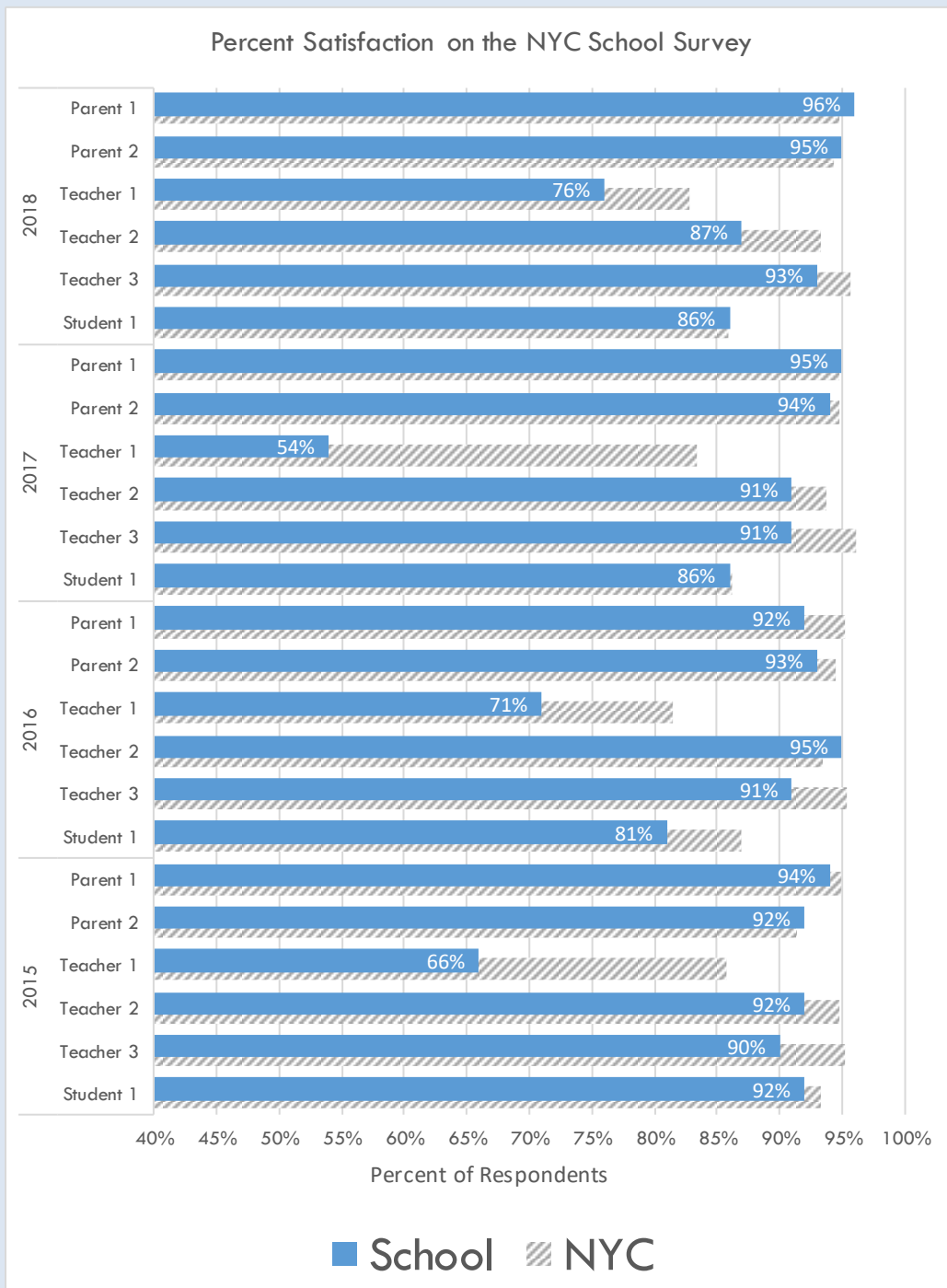


Figure 31

ATTENDANCE, ENROLLMENT²⁴ AND RETENTION^{xi}

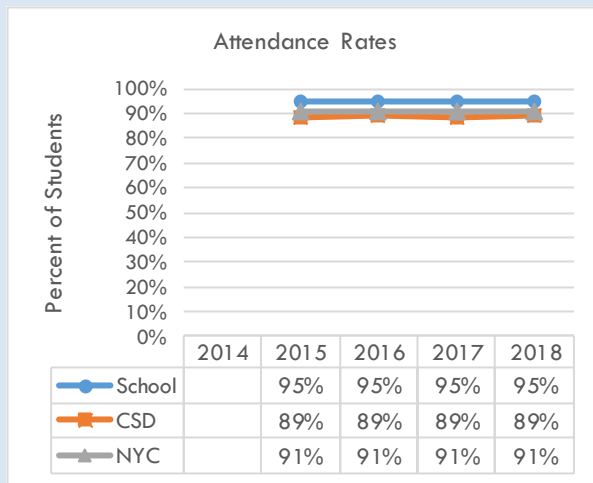


Figure 32

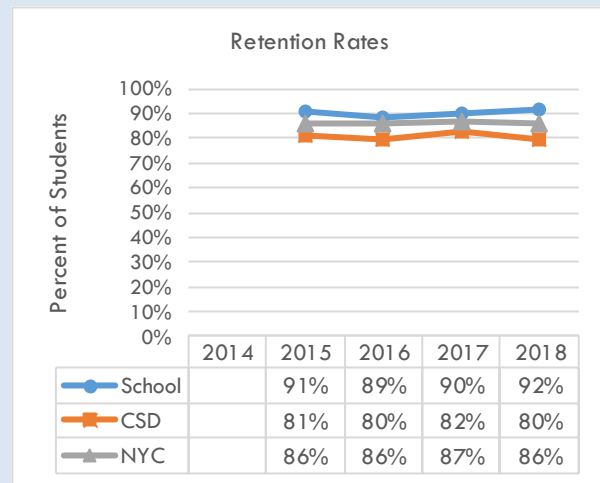


Figure 33

²⁴ A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

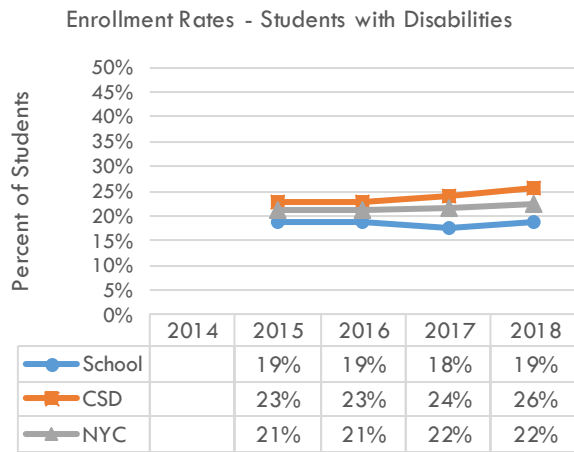


Figure 34

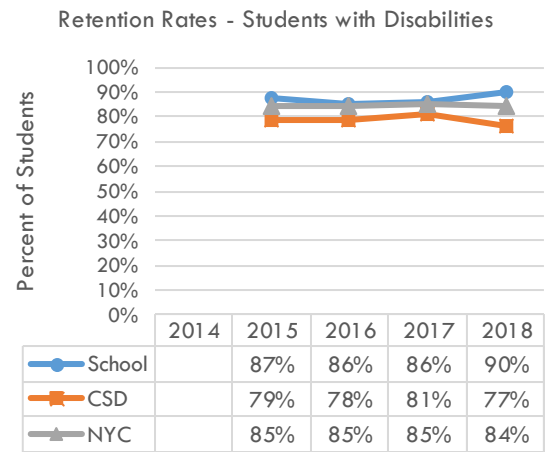


Figure 35

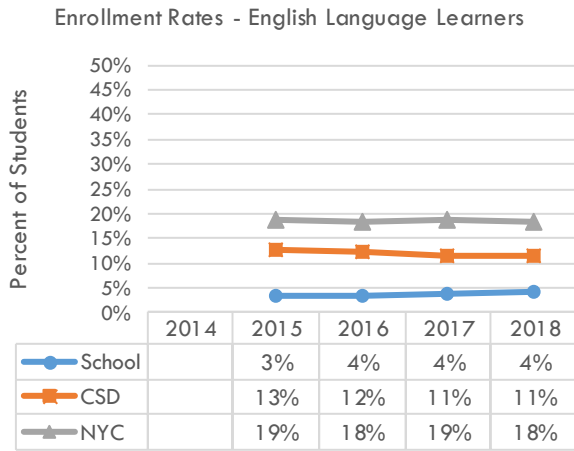


Figure 36

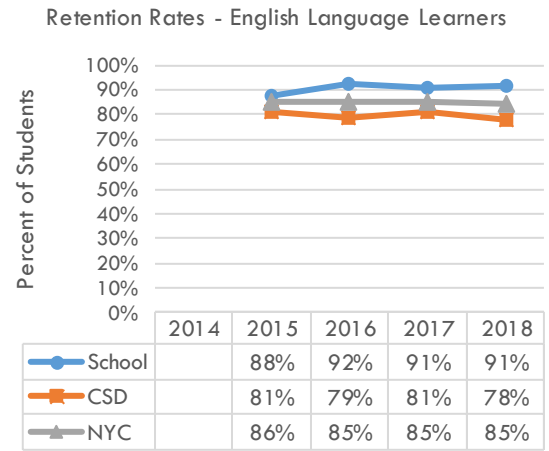


Figure 37

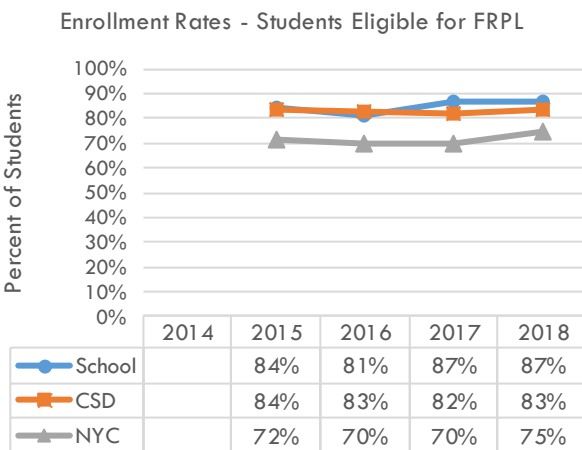


Figure 38

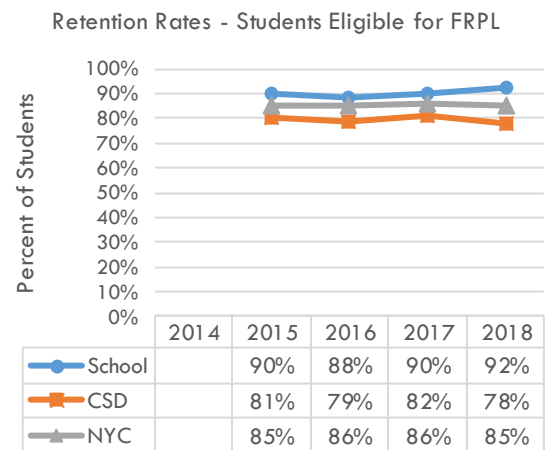


Figure 39

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, HCZ PAI has demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP's findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2016 (FY16) showed no material findings.

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

The school has \$70,760 in escrow, meeting the \$70,000 requirement.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ²⁵	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 40
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 41
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 42

²⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

Standards	Charter Term Outcomes²⁵	Details
Debt management – school is meeting all current debt obligations	●	2015-16: Met 2016-17: Met 2017-18: Met
Long-term Financial Sustainability²⁶		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 43 ²⁷
Aggregated three-year total margin – school operates at a surplus over three-year period	○	2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 43
Debt to assets ratio less than 1.0	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 45
Aggregate assets to liabilities ratio greater than 1.0	●	2015-16: N/A 2016-17: N/A 2017-18: Met²⁸ See Figure 46
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 44

²⁶ Aggregate standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2017-2018 are applicable.

²⁷ During fiscal year 2015, PAI recorded a Contributed Receivable for the contribution of space by HCZ under its lease with PAI. For accounting purposes, PAI will record a non-cash amortization expense each year over the 40-year lease term. Therefore, PAI expenses exceeded PAI revenue for fiscal year 2018 and 2017 solely due to this amortization expense. For fiscal year 2016, expenses (excluding the aforementioned amortization expense) exceeded revenue for PAI by only a marginal amount. There is no cash outlay related to the annual amortization expense.

²⁸ When non-cash amortization expenses (see footnote 26) is excluded, there is a positive total margin over the three-year period.

Standards	Charter Term Outcomes ²⁵	Details
Multi-year cash flow – positive cash flow over previous three fiscal years	○	2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 44

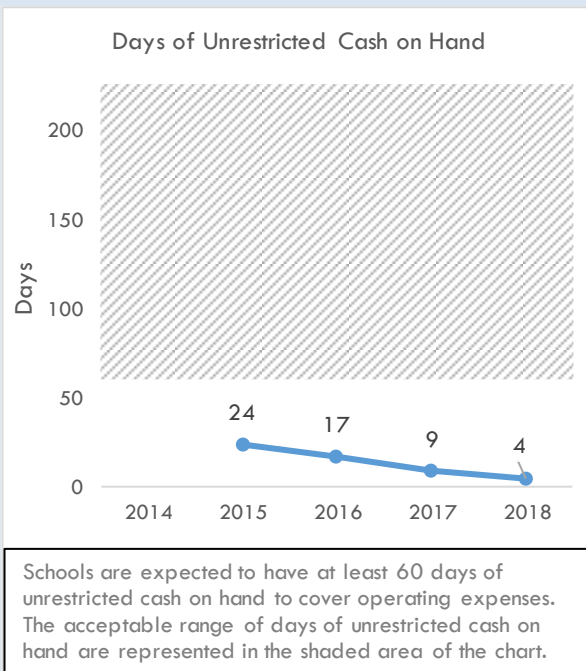


Figure 40



Figure 41

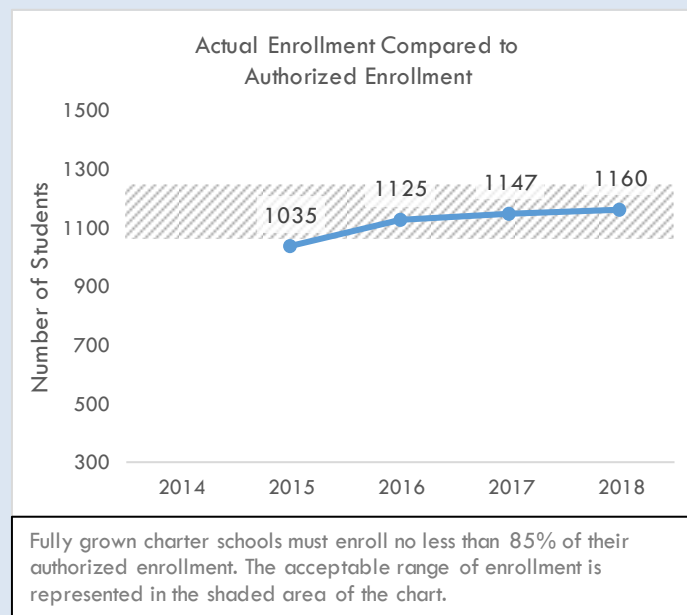


Figure 42

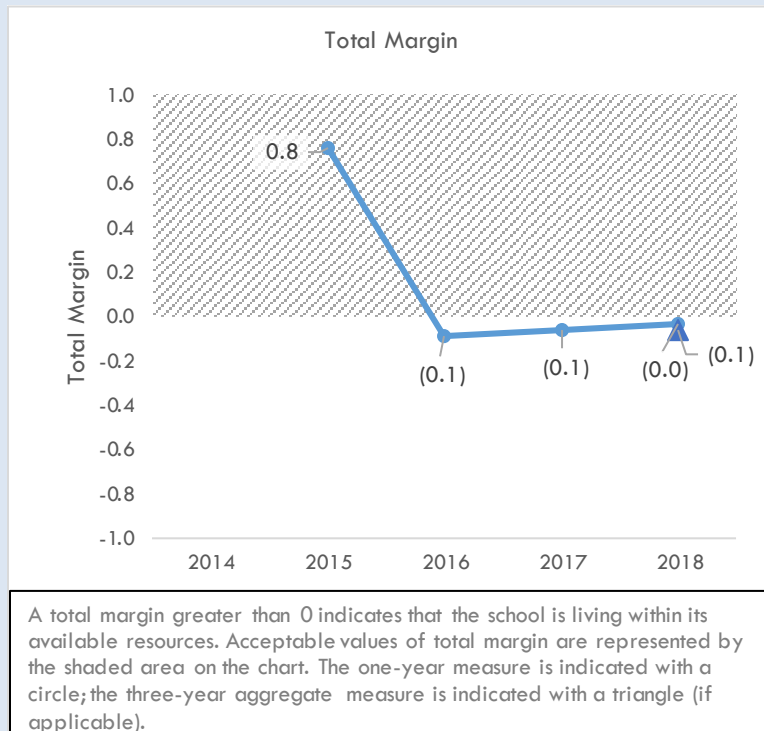


Figure 43

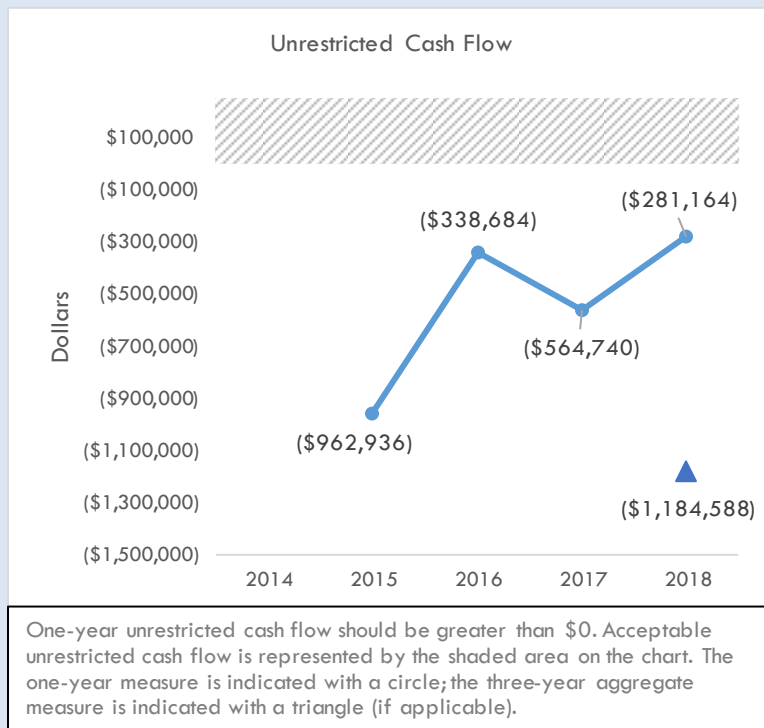


Figure 44

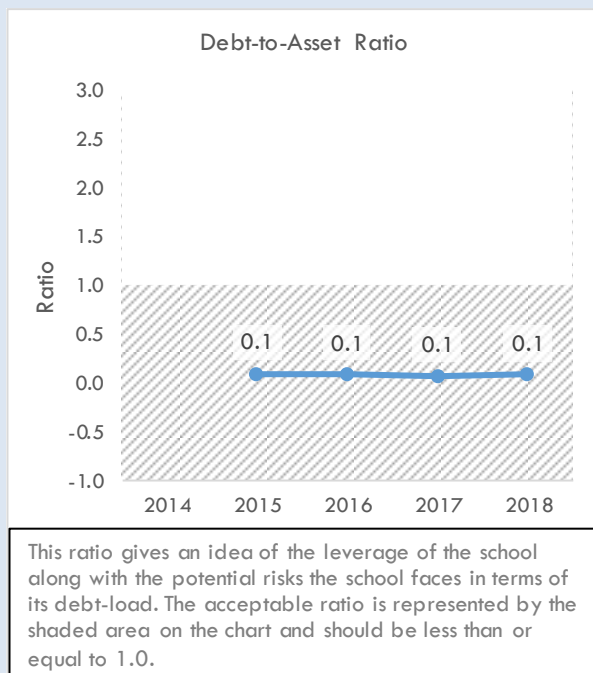


Figure 45

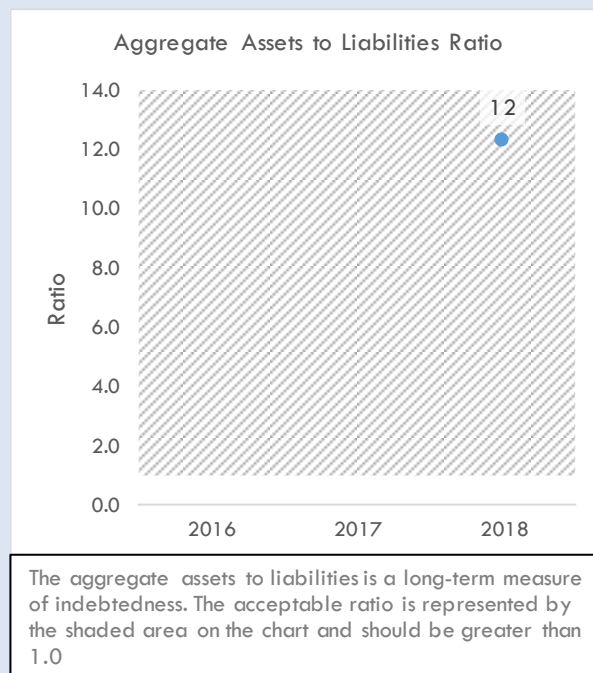


Figure 46

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported and has not been reviewed for accuracy or completeness.

Programming, Admissions, and Lottery	
Number of Instructional Days	197
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	K-1: 5 2-10: 4 11-12: 3
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	All grades
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	299
Number of Students Accepted via the Lottery (School Year 2018-2019)	100
<i>Lottery Preferences</i>	
Attends a Failing School	Yes
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	Yes
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	Yes ²⁹
Unaccompanied Youth	No
Children of Employees of the Charter School or CMO	No

²⁹ Note that the lottery preference refers to the Saint Nicholas Housing Development only.

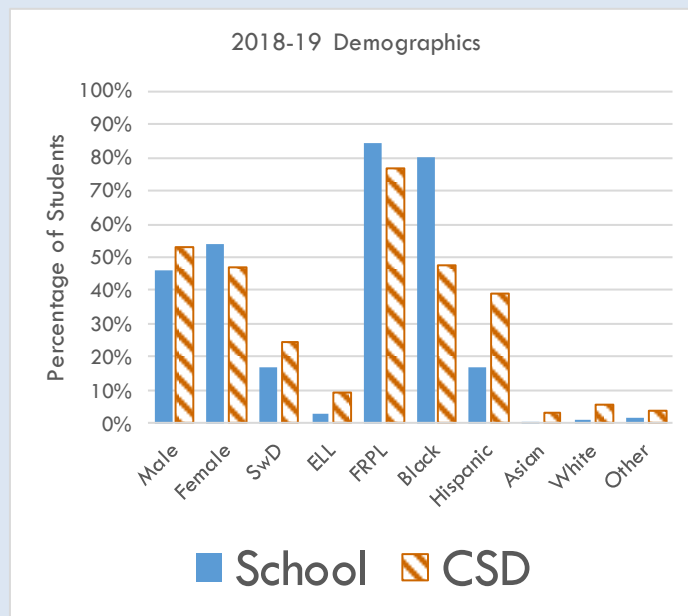


Figure 47

SUSPENSION AND EXPULSION RATES^{xv}

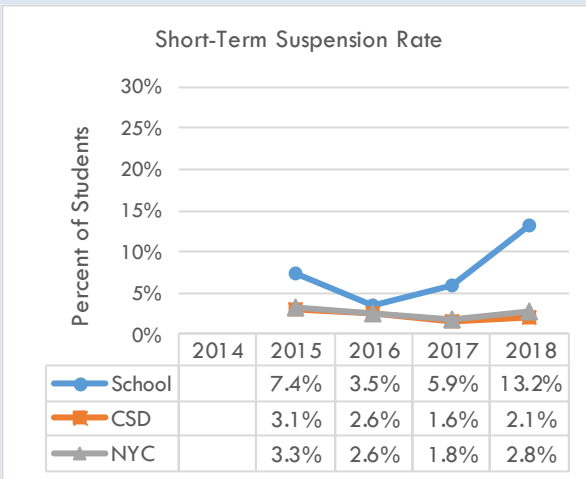


Figure 48

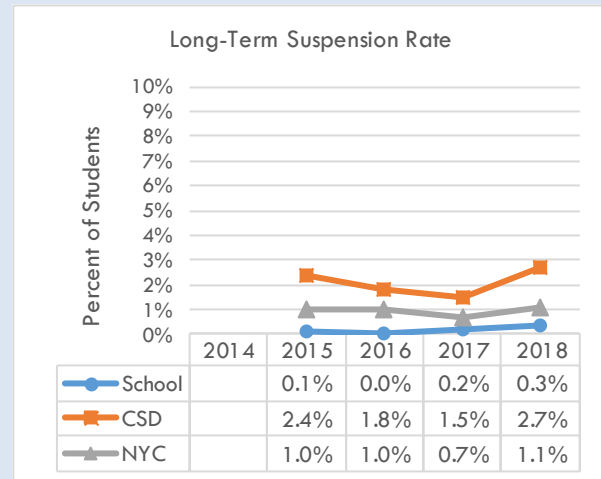


Figure 49

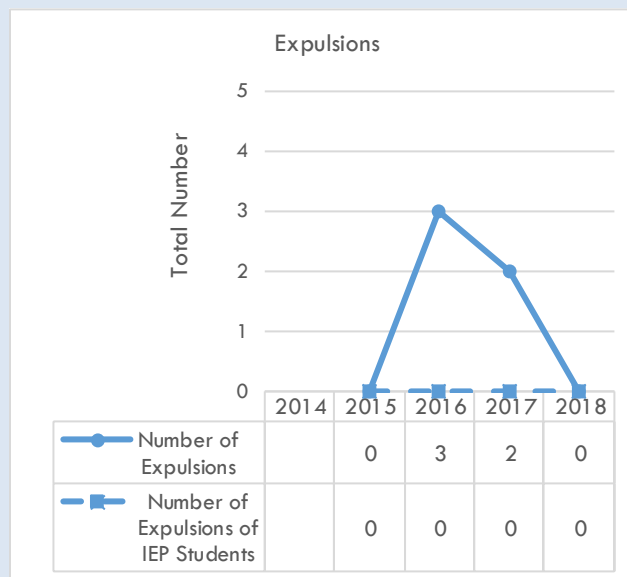


Figure 50

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited HCZ PAI Charter School on January 15th and 17th, 2019. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that the team did not have an opportunity to observe that item during the visit.

- Evidence of classes led by one lead teacher, who is supported by one teaching assistant; CAAT saw evidence of this.
- Evidence of the use of the workshop model in Math and ELA (whole group mini lesson leading into differentiated, small-group instruction); CAAT saw evidence of this.
- Evidence of students rotating through Math centers; CAAT saw evidence of this.
- Evidence of data-driven instruction; CAAT saw evidence of this.
- Evidence of learning objectives that are appropriately displayed for student understanding & classwork that is presented using technology and printed materials; CAAT saw evidence of this.
- Evidence of students reading independently, learning a new reading or writing strategy, conferencing with a teacher, or practicing a skill they learned in the mini-lesson; CAAT saw evidence of this.
- Evidence of students learning a new math technique, practicing a skill in a small group guided instruction, working with manipulatives or working on an inquiry-based project; CAAT saw evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE^{xvi}

GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Harlem Children's Zone Promise Academy I Charter School					
Grade 3		33%	61%	58%	70%
Grade 4		30%	55%	60%	69%
Grade 5		23%	27%	33%	27%
Grade 6		14%	29%	22%	62%
Grade 7		22%	21%	59%	49%
Grade 8		16%	36%	48%	56%
DIFFERENCE FROM CSD					
Grade 3		17%	40%	35%	38%
Grade 4		17%	33%	36%	40%
Grade 5		12%	11%	12%	5%
Grade 6		-5%	6%	4%	30%
Grade 7		6%	-1%	32%	24%
Grade 8		-6%	10%	16%	22%

GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Harlem Children's Zone Promise Academy I Charter School					
Grade 3		71%	79%	75%	79%
Grade 4		54%	76%	84%	76%
Grade 5		73%	54%	75%	62%
Grade 6		22%	47%	43%	57%
Grade 7		27%	31%	53%	46%
Grade 8		25%	41%	35%	64%
DIFFERENCE FROM CSD					
Grade 3		51%	57%	50%	46%
Grade 4		36%	57%	66%	54%
Grade 5		59%	36%	54%	39%
Grade 6		3%	29%	26%	35%
Grade 7		12%	14%	37%	27%
Grade 8		20%	34%	31%	53%

ENGLISH/LANGUAGE ARTS

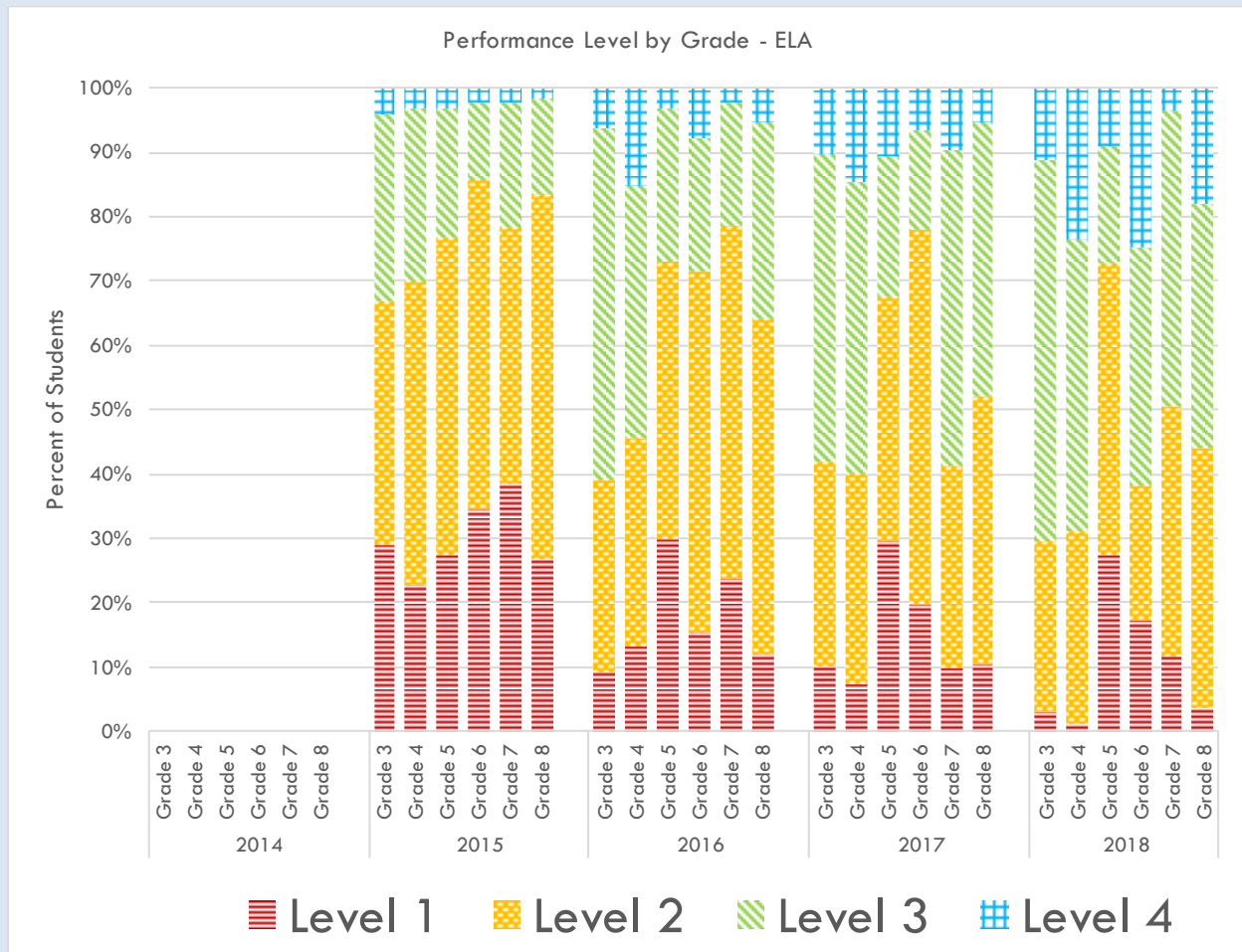


Figure 51

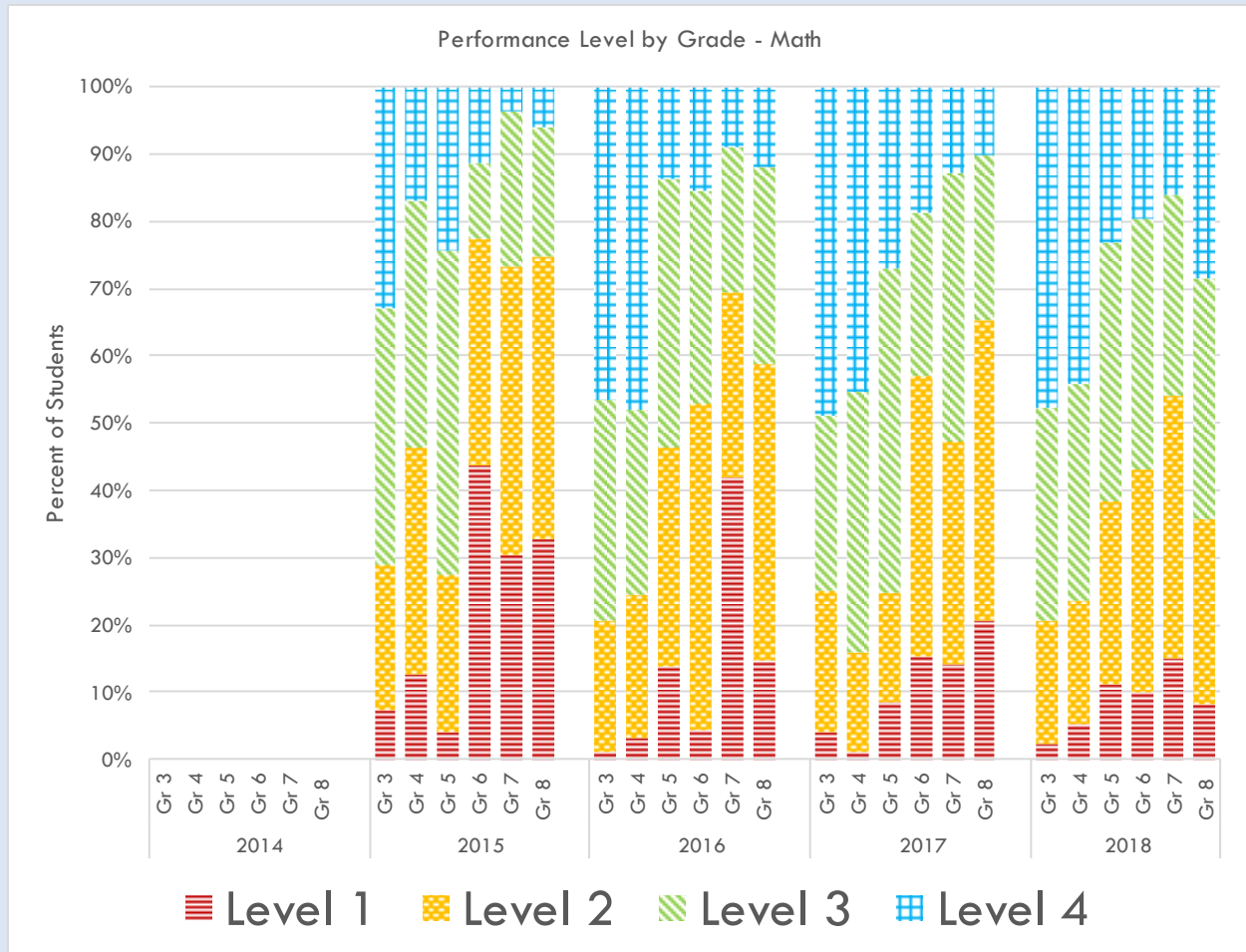


Figure 52



Figure 53



Figure 54



Figure 55



Figure 56

³⁰ If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

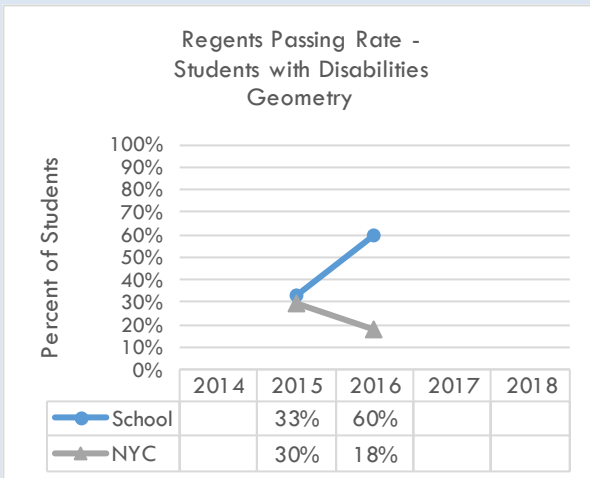


Figure 57

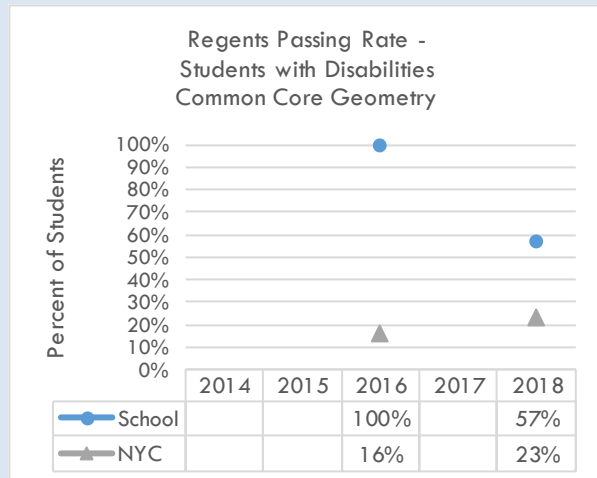


Figure 58

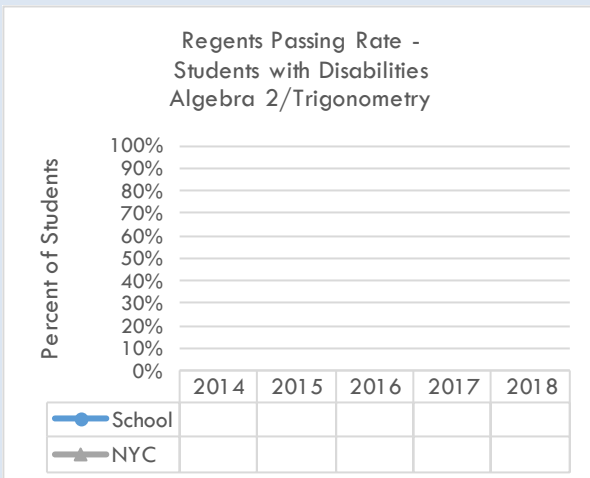


Figure 59

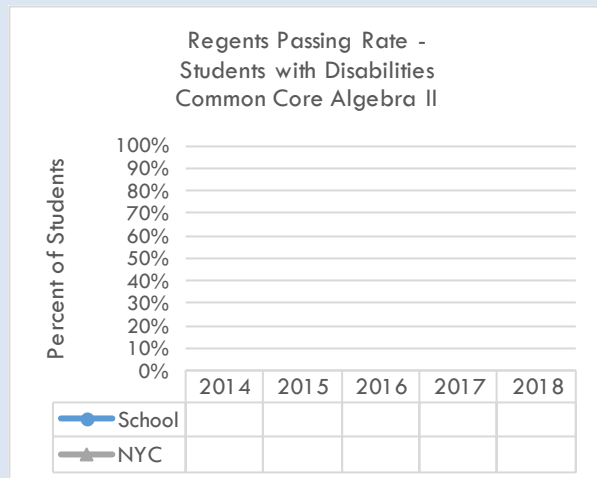


Figure 60

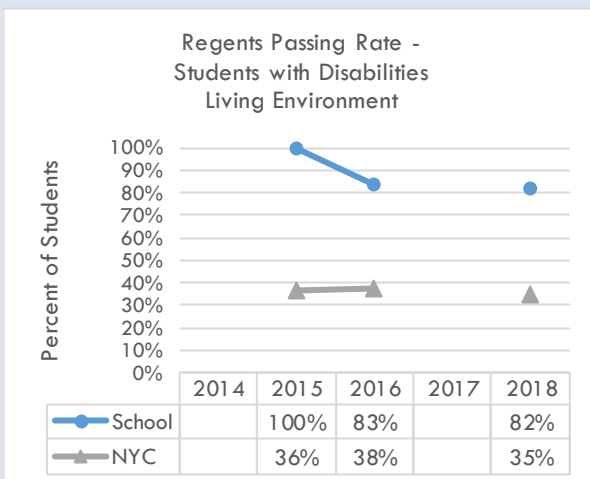


Figure 61

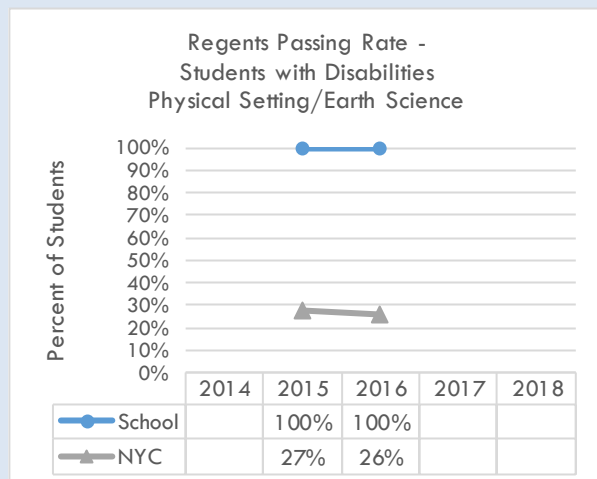


Figure 62

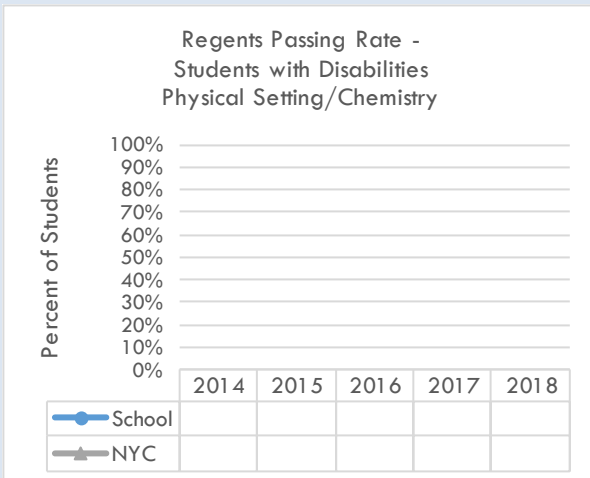


Figure 63

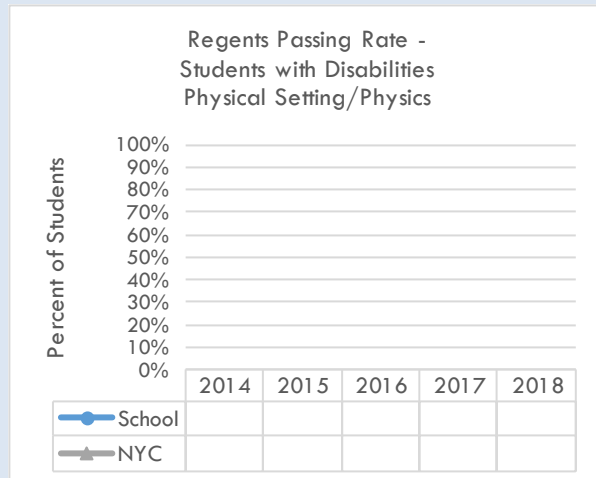


Figure 64

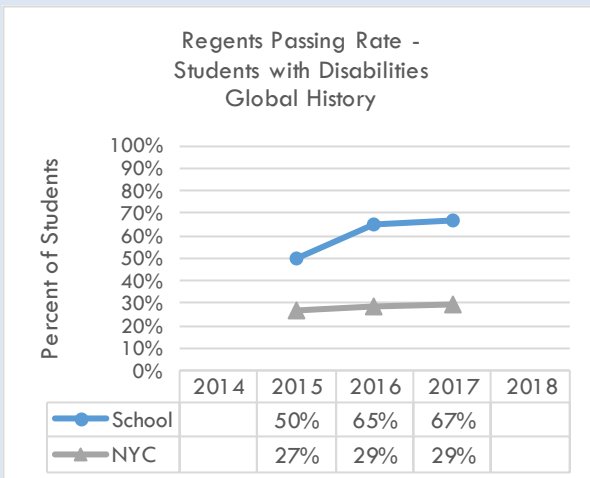


Figure 65

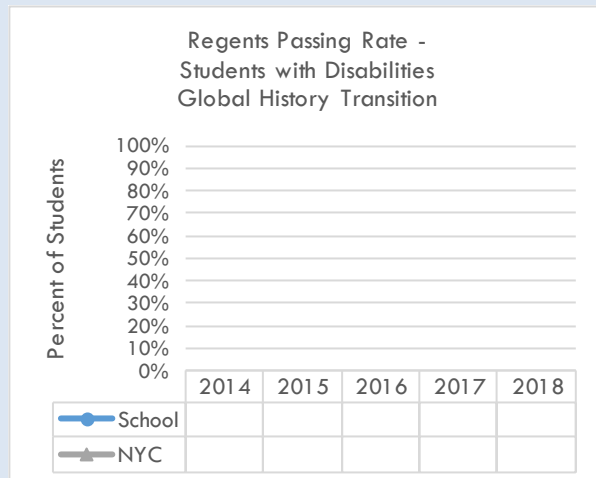


Figure 66

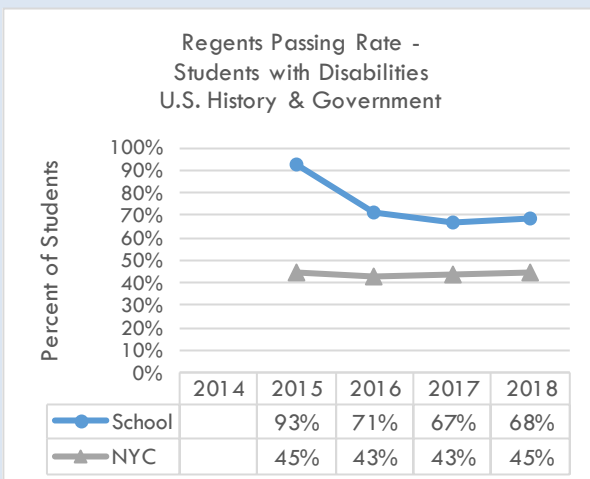


Figure 67

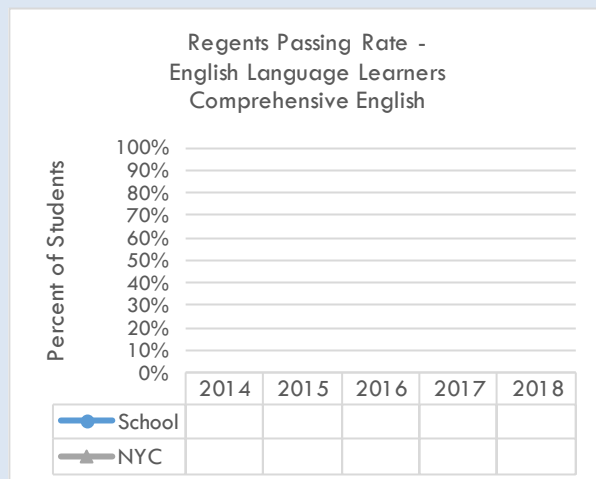


Figure 68

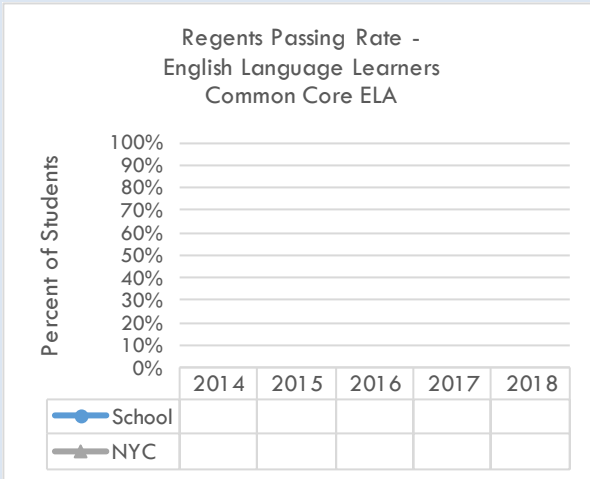


Figure 69

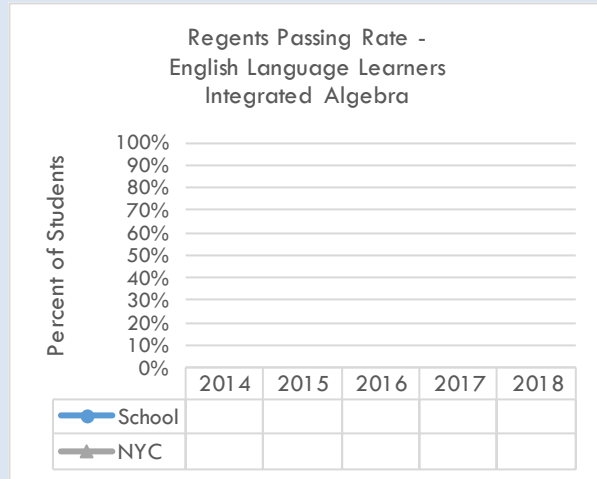


Figure 70

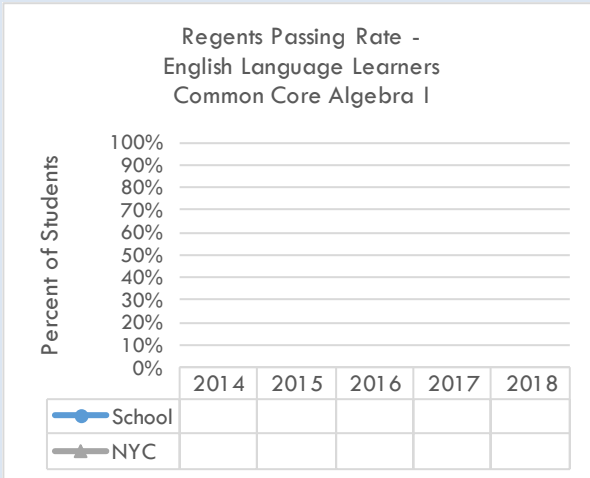


Figure 71

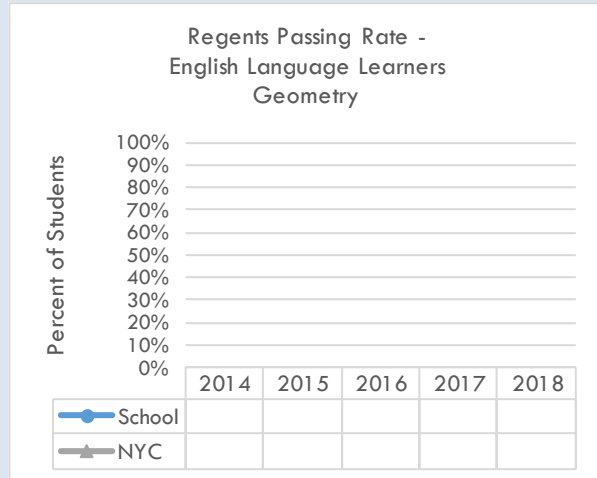


Figure 72

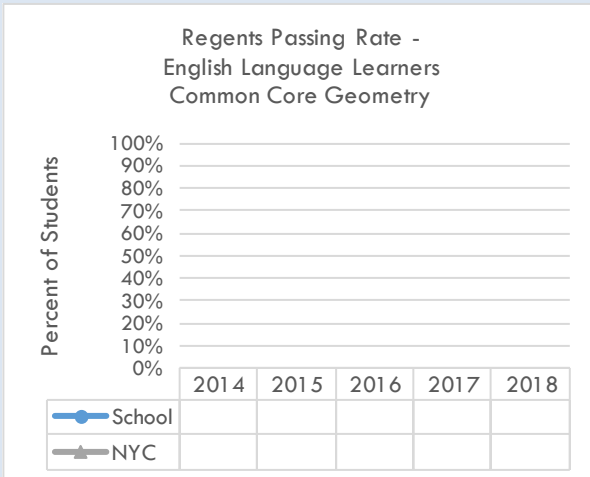


Figure 73

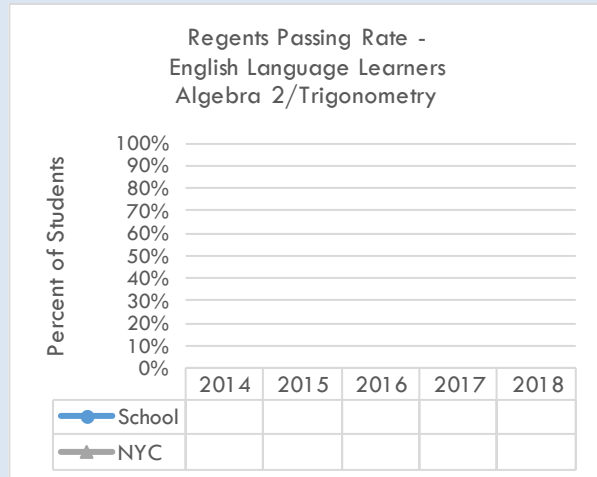


Figure 74

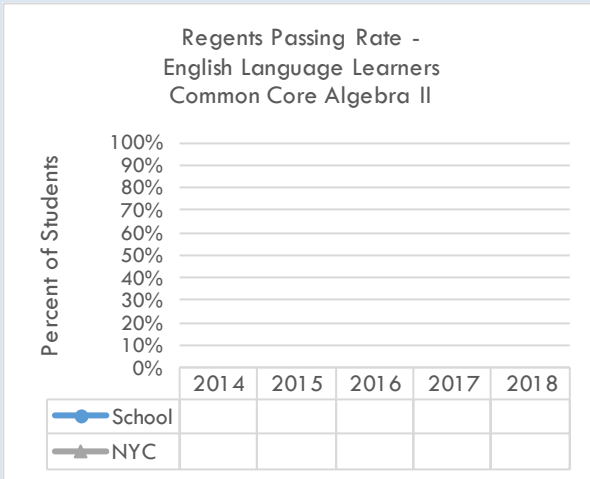


Figure 75

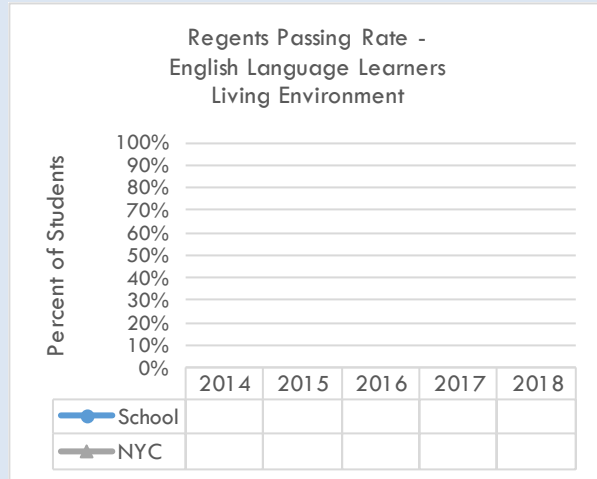


Figure 76

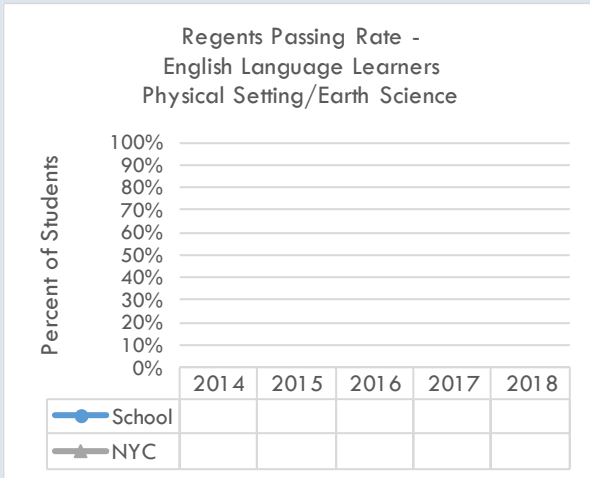


Figure 77

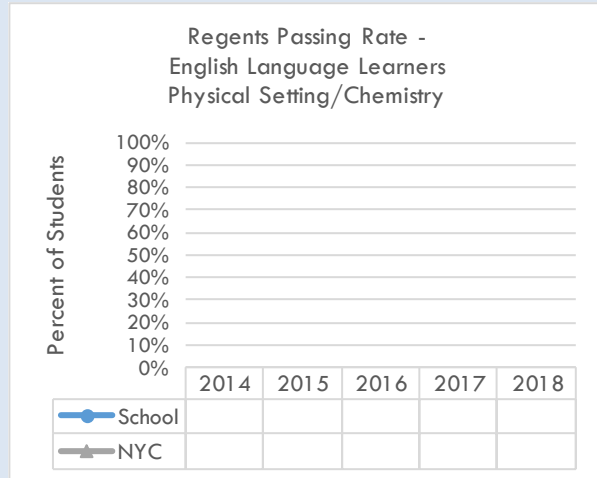


Figure 78

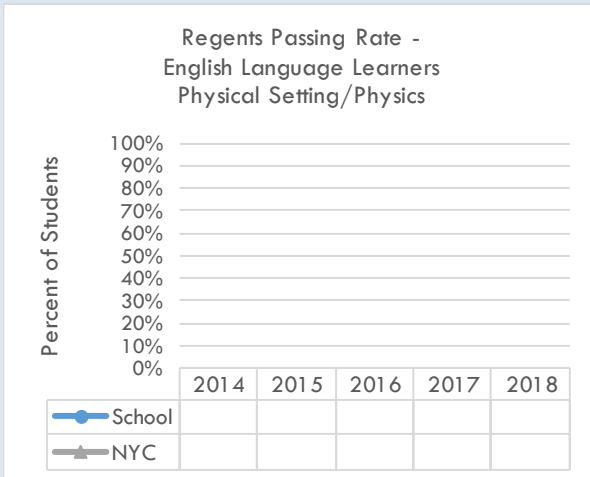


Figure 79

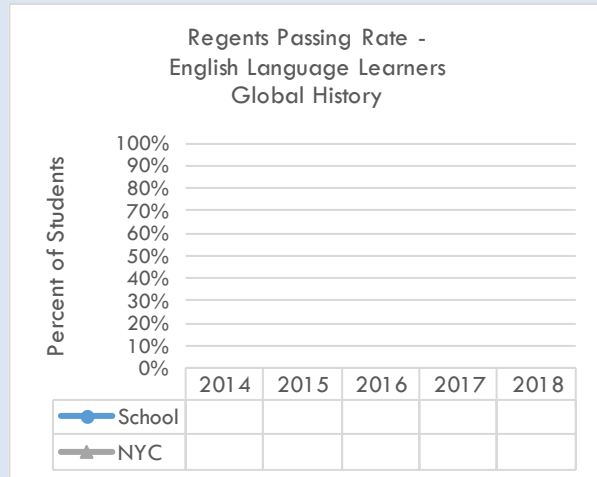


Figure 80

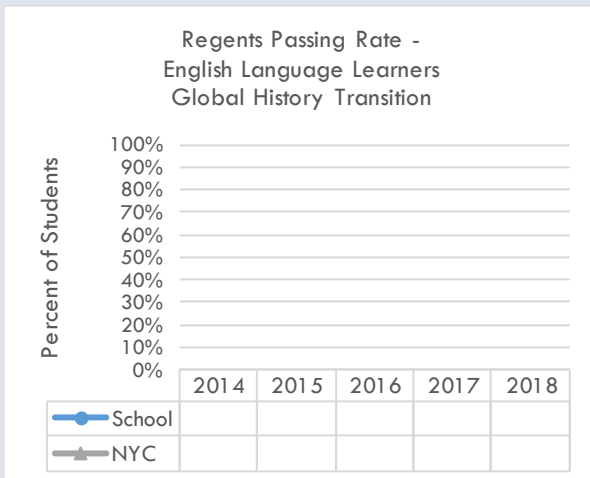


Figure 81

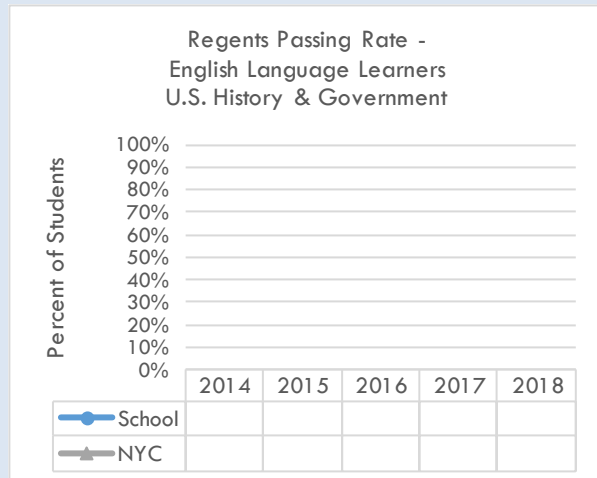


Figure 82

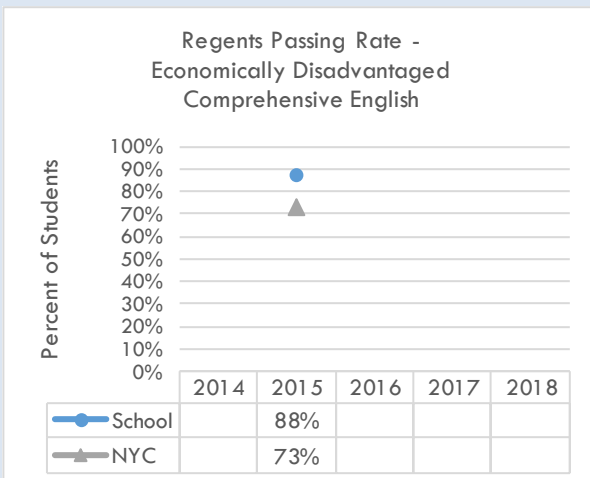


Figure 83

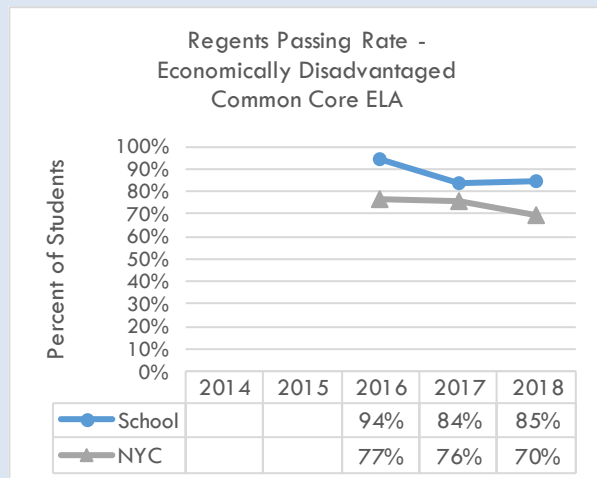


Figure 84

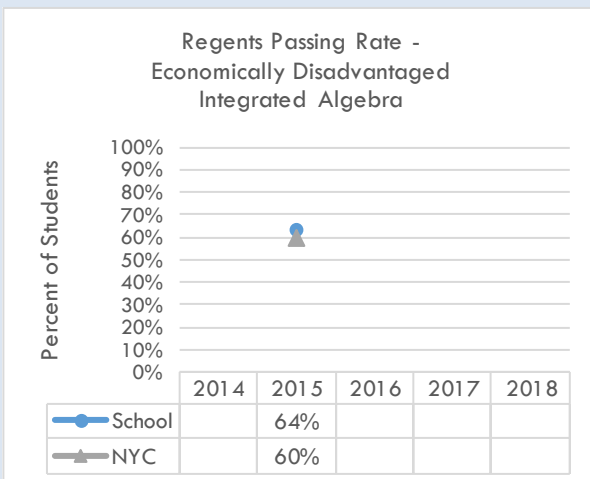


Figure 85

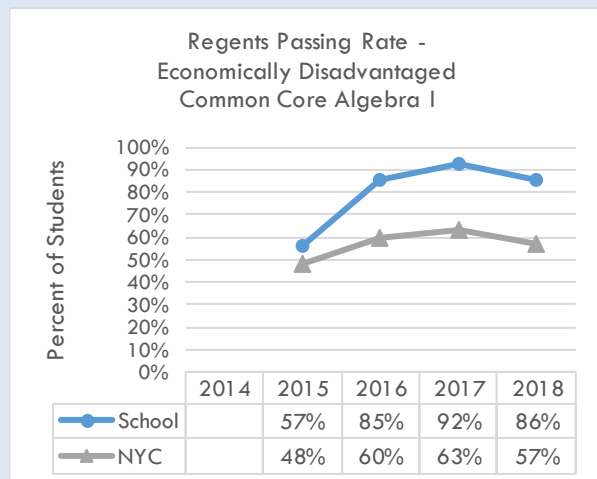


Figure 86

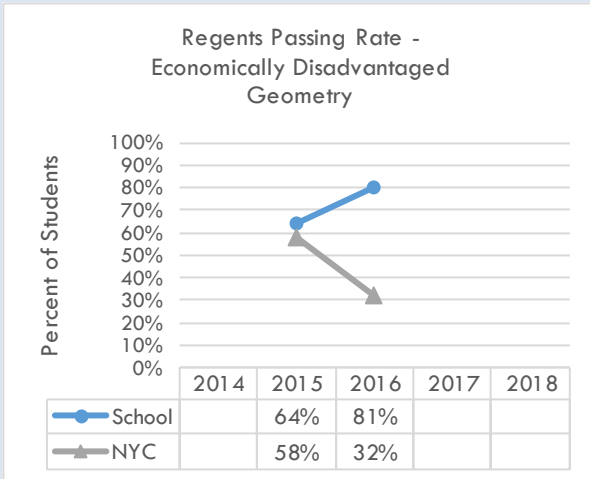


Figure 87

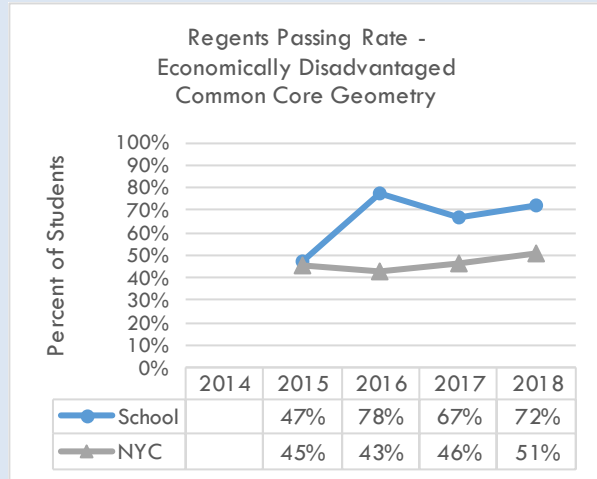


Figure 88

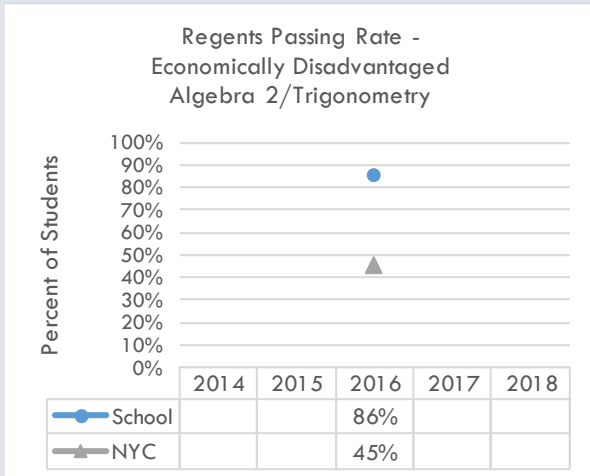


Figure 89

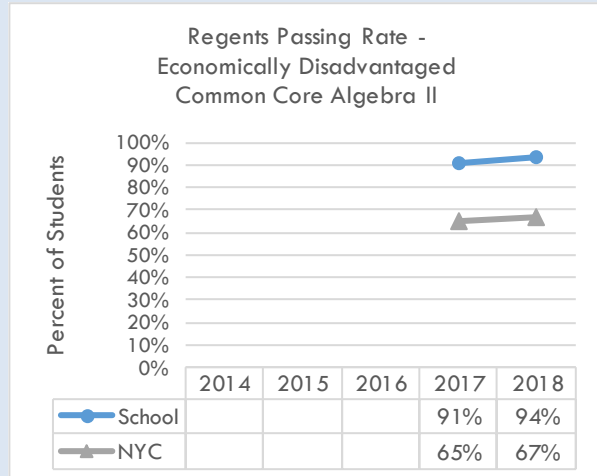


Figure 90

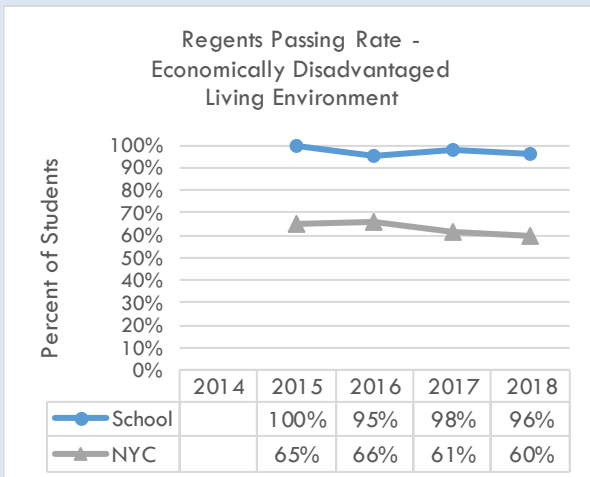


Figure 91

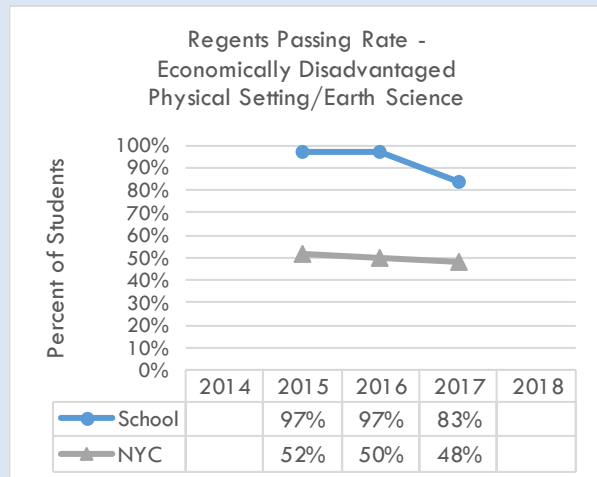


Figure 92

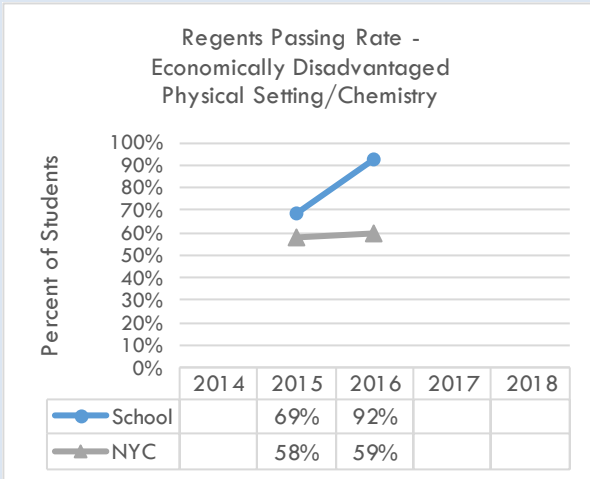


Figure 93

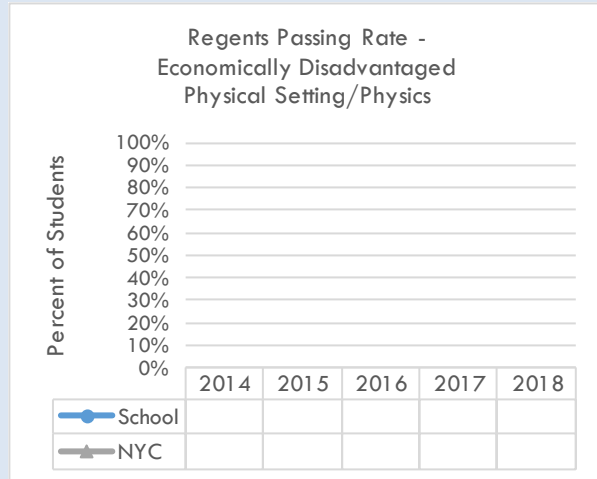


Figure 94

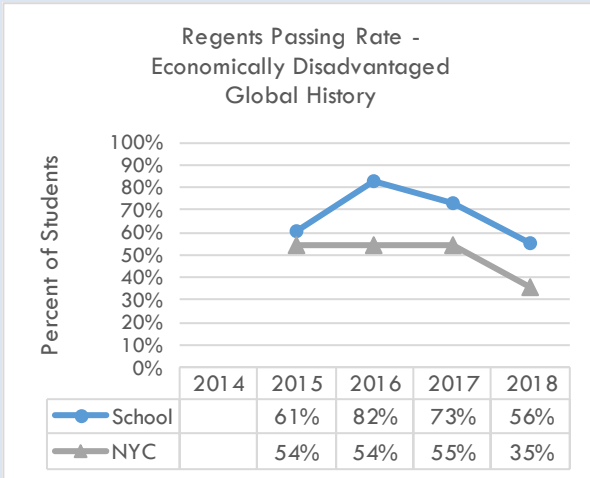


Figure 95

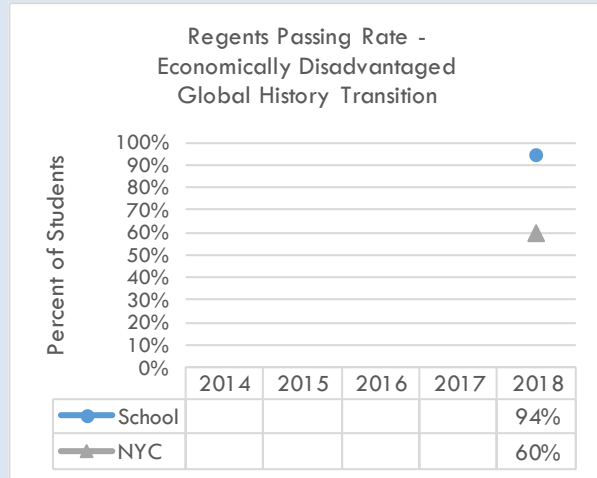


Figure 96

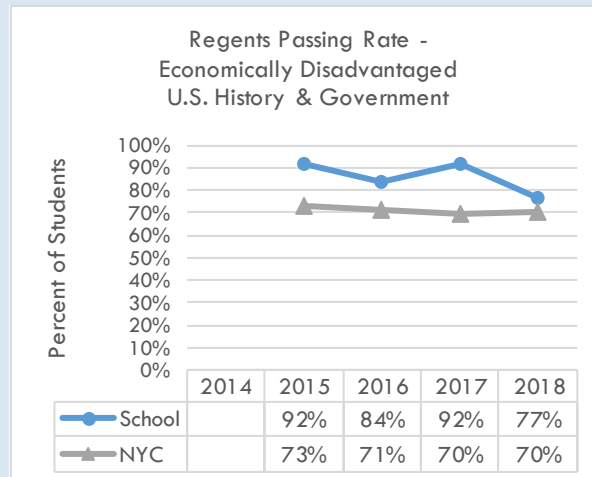


Figure 97

APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-2018 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as a part of a holistic evaluation of the school.

To see the school's full 2017-2018 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Throughout the course of the school's next charter term, it will earn a score of B or better in "Performance" section of the citywide Progress Report.	NYC DOE Progress Reports		N/A: The DOE no longer produces graded Progress Reports.
Academic Goal 2	Throughout the course of the school's next charter term, the school will show progress towards achieving earning 75 percent of 3—8 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.	NYS ELA exam scores	Met	In 16-17, 49.2% of the 3rd-8th graders who had been at the school for two or more years earned a level 3 or above on the ELA exam. In 17- 18, 55.8% of the 3rd-8th graders who had been at the school for two or more years earned a level 3 of above on the ELA exam. This increase indicates progress toward 75% proficient.
Academic Goal 3	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3—8 graders who have been enrolled at the school on BEDS day for at least two	NYS Math exam scores	Met	In 16-17, 63.9% of 3rd-8th graders who had been at the school for two or more years earned a level 3 or above on the math exam. In 17-18, 64.4% of 3rd-8th graders who had been at the school for two or more

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	consecutive years will perform at or above Level 3 on the New York State Mathematics examination.			years earned a level 3 or above on the math exam. This increase indicates progress toward 75% proficient.
Academic Goal 4	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science examination	NYS Science exam scores	Not Met	Goal partially met: In 16-17, 95.5% of 4th graders and 64.3% of 8th graders who have been at the school for two or more years earned a level 3 or above on the science exam. In 17-18, 95.2% of 4th graders and 59.5% of 8th graders who had been at the school for two or more years earned a level 3 or above on the science exam. 4th grade students remained above 75 percent passing the exam but 8th grade students did not make progress towards achieving 75 percent proficient. 4th grade met the goal, but 8th grade did not.
Academic Goal 5	Throughout the course of the school's next charter term, the school will show progress towards earning a score of B or better on the "Progress" section of the citywide Progress Report.	NYC DOE Progress Reports		N/A: The DOE no longer produces graded Progress Reports.
Academic Goal 6	Throughout the next charter term, each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam	NYS ELA exams	Not Met	Matched cohorts of students who took the ELA test in both 16-17 and 17-18 and had been at the school for two or more years in 17-18 were created. In this matched cohort, 47.9% of students were proficient in 16-

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	(baseline) and 75 percent at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate some growth (above 75 percent) in the current year (relevant for schools serving grades 3-8). (For measuring this goal, the difference will be calculated by subtracting the percentage of students who scored proficient on the NYS ELA test enrolled at the school on BEDS day of year 1 of the new charter term from the percentage of the same students who scored proficient on the NYS ELA test in year 2 of new charter term and were continuously enrolled for two consecutive years on BEDS day.)			17 and 52.8% were proficient in 17-18. In order to meet the goal of a 25% increase in the difference between 47.9 and 75, the proficiency rate would have to increase by 6.8 points from 16-17 to 17-18. Because the proficiency rate increased by 4.9 points, we did not meet this goal.
Academic Goal 7	Throughout the next charter term, each grade-level cohort of the same students will reduce by a quarter between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent at or above Level 3 on the current year's State Math exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on	NYS Math exams	Not Met	Matched cohorts of students who took the math test in both 16-17 and 17-18 and had been at the school for two or more years in 17-18 were created. In this matched cohort, 66.9% of students were proficient in 16-17 and 62.0% were proficient in 17-18. Because the percent of students proficient decreased, we did not meet this goal.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year. (Relevant for schools serving grades 3-8.) (For measuring this goal, the difference will be calculated by subtracting the percentage of student who scored proficient on the NYS MATH test enrolled at the school on BEDS day of year 1 from the percentage of the same students who scored proficient on the NYS MATH test in year 2 and were continuously enrolled for two consecutive years on BEDS day)			
Academic Goal 8	Throughout the next charter term, the school will show progress towards having 75% of students enrolled in grades 9-11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report	Annual credit accumulation for high school students		Not yet available. The NYC DOE progress report has not been released.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	of student credit accumulation from the previous school year for purposes of the NYC DOE Progress Report.			
Academic Goal 9	Each year, 75% of each cohort who have been in high school for at least 3 years will have scored at least 65 on the New York State Regents examinations in ELA.	NYS English Regents Exam	Met	97% of cohort T and 88% of cohort U have scored at least a 65 on the ELA Regents exam.
Academic Goal 10	Each year, 75% of each cohort will have scored at least 65 on the New York State Regents examinations in Math	NYS Math Regents exams	Met	97% of cohort T and 97% of cohort U, 95% of cohort V, and 89% of cohort W have scored at least a 65 on the Math Regents exam.
Academic Goal 11	Each year, 75% of each cohort will have scored at least 65 on the New York State Regents examinations in Science (Living Environment, Chemistry, or other).	NYS Science Regents exams	Met	100% of cohort T and 93% of cohort U, 100% of cohort V, and 91% of cohort W have scored at least a 65 on the Science Regents exam.
Academic Goal 12	Each year, 75% of each cohort who have been in high school for at least 3 years will have scored at least 65 on a New York State Regents examinations in History (Global Studies or U.S. History).	NYS Social Studies Regents exams	Met	99% of cohort T and 92% of cohort U have scored at least a 65 on a History Regents exam.
Academic Goal 13	Each year, at least 75% of each student cohort (as defined by NYSED) graduates within five years	Cohort Graduation Rate	Met	Goal met: 100% of students in cohort S graduated within five years.
Academic Goal 14	Throughout the next charter term, it will achieve a B grade or better in the college readiness index measure on the NYC DOE Progress Report.	NYC DOE Progress Reports		N/A: The DOE no longer produces graded Progress reports
Academic Goal 15	Throughout the next charter term, 80% of students enrolled in classes designed towards college accreditation will earn the	College credit accumulation	Met	Students enrolled in classes designed towards college accreditation earned at least the minimum amount of college credits in 89% of

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	minimum amount of college credits.			classes taken.
Academic Goal 16	Each year, the percent of students in grades 3-8 performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	NYS ELA exam		N/A: The DOE calculations are not yet available.
Academic Goal 17	Each year, the percent of students in grades 3-8 performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE	NYS Math exam		N/A: The DOE calculations are not yet available.
Academic Goal 18	Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYC DOE Progress Report peer	NYS English Regents exam scores		N/A: The DOE calculations are not yet available.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	schools			
Academic Goal 19	Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYC DOE Progress Report peer schools.	NYS Math Regents exam scores		N/A: The DOE calculations are not yet available.
Academic Goal 20	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the performance of Black and Latino students in New York City	NYS ELA exam scores	Met	<p>Promise Academy students had higher pass rates than Black and Latino students in 6 of 6 tested grades.</p> <p>The pass rates for each tested grade are as follows: 3rd grade: PA, 70.4%; Black, 38.7%; Latino, 40.0% 4th grade: PA, 68.8%; Black, 37.5%; Latino, 38.4% 5th grade: PA, 27.3%; Black, 25.3%; Latino, 27.1% 6th grade: PA, 61.7%; Black, 35.0%; Latino, 38.4% 7th grade: PA, 49.4%; Black, 29.2%; Latino, 31.1% 8th grade: PA, 56.0%; Black, 38.6%; Latino, 41.0%</p>
Academic Goal 21	Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the	NYS Math exam scores	Met	Promise Academy students had higher pass rates than Black and Latino students in 6 of 6 tested grades.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	performance of Black and Latino students in New York City			The pass rates for each tested grade are as follows: 3rd grade: PA, 79.3%; Black, 36.5%; Latino, 40.7% 4th grade: PA, 76.3%; Black, 29.7%; Latino, 33.6% 5th grade: PA, 61.6%; Black, 23.7%; Latino, 28.9% 6th grade: PA, 56.8%; Black, 21.5%; Latino, 26.9% 7th grade: PA, 46.0%; Black, 21.2%; Latino, 26.5% 8th grade: PA, 64.3%; Black, 19.3%; Latino, 22.9%
Academic Goal 22	Each year, the School will have an annual average student attendance rate of at least 95% as calculated by ATS	ATS average daily attendance	Met	Goal Met: average attendance was 95%.
Academic Goal 23	Each year, 95% of all students enrolled on the last day of the school year who do not move out of district will return the following September	ATS enrollment and discharge records	Met	97.3% of students who were enrolled on the last day of the 2017-2018 school year and who did not move out of the district or graduate, returned to Promise Academy in September 2018.
Org Goal 1	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Reporting submissions to the DOE and NYSED, Board minutes, ATS and internal systems.	Met	
Org Goal 2	Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate	ATS	Not Met	Goal partially met: We have met or exceed enrollment and retention effort for applicants

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners , and students who are eligible applicants for the free and reduced price lunch program			eligible for free and reduced lunch. For students with disabilities and English Language Learners, our recruitment efforts for special education students have included talking to parents in the community, especially St. Nicholas Housing, about the special education services we provide. Since some of our lottery applicants have siblings already in Promise Academy, we consistently speak to our Promise families about our services, taking care to dispel the stigmas surrounding Individual Education Plans (IEPs). Promise Academy hosts community events for parents about Understood.org, which is an online resource for parents of children who learn differently. Going forward, we plan to continue our efforts to host events and draw in families within the Harlem community to share information about special education processes and the services we offer at our Promise Academy Charter Schools. For ELL, The Baby College (one of HCZ's programs) blankets the neighborhood with teams of outreach workers who encourage participation of all families with a child in the appropriate age range. Outreach teams include workers who speak Spanish and French, as well as some of the more common West African dialects spoken within the community. Year-over-year, we have seen an upward trend, although

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				marginal. Yet, we anticipate that building on our current practices will result in continued growth of ELL students.
Org Goal 3	As reflected in the Board minutes, the Superintendent or Principals will present Program reports that outline enrollment, attendance, discharge status, IEP, and ELL numbers as well as any available testing results at every Board of Trustees meeting. The Superintendent or Chief Financial Officer will present an up-to-date Financial Report as well.	Board Meeting Minutes	Met	
Financial Goal 1	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS	Enrollment Data	Met	BEDS enrollment was 1,138, which is within 15% of the contracted 1,250 students.
Financial Goal 2	Upon completion of the each school year the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings .	Financial Data	Met	
Financial Goal 3	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Financial Data	Met	

APPENDIX G: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement.

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

For the 2017-2018 school year, HCZ PAI sent out 13,000 postcards to zip codes within Harlem and the Bronx. Our lottery took place on 8/2/17, which included preferences targeting low income families.

In preparation for the 2018-2019 school year, we increased the amount of residents in underserved areas of Harlem and surrounding underserved areas that received our postcards sent to more than 22,000 residents, which is almost double the amount distributed last year. We also held our lottery earlier in the summer, 7/26/18, to ensure participation from residents who typically take August off for vacation, the only month that our scholars do not attend school.

ENGLISH LANGUAGE LEARNERS

The portion of students who are officially designated as English Language Learners (ELLs) has been consistently lower than that of the district as a whole. While we do target recruitment and enrollment efforts at families for who English is not the primary language (see below for details), we also intervene early beginning work with our students when they are three years old. We believe this early intervention helps our young people develop the necessary English skills to pass the NYSITELL assessment at Kindergarten entry, preventing them from ever being labeled as English Language Learners. Strategies for ELL Recruitment for the Harlem Children's Zone (HCZ) and HCZ PAI starts when parents are expecting or have a child under the age of four. The Baby College, one of the HCZ programs, blankets the neighborhood with teams of outreach workers who encourage participation of all families with a child in the appropriate age range (up to age three, including pregnant mothers who have not yet given birth). These outreach workers talk to people on the street, go door-to-door in apartment buildings, and advertise at local businesses and non-profits. The outreach teams include workers who speak Spanish and French, as well as some of the more common West African dialects spoken by many recent immigrants in the neighborhood. Recruitment materials are offered in Spanish and French, and the Baby College application is also available in Spanish and French. Baby College has approximately five 9-week cycles each year and each cycle has a French class and a Spanish class available. After participation in Baby College, HCZ staff remains in contact with parents. They are encouraged to participate in special events and receive check-in phone calls. In the summer of the year

their child turns three, Baby College graduates are encouraged to enter the HCZ PAI lottery. The lottery is also advertised through all of the HCZ programs in the neighborhood, more than 30 distinct program sites. Families selected in the lottery are offered the chance to participate in Three Year Old Journey, a 12-week program of Saturday classes for parents while their children receive enrichments in pre-school classrooms. When the children are four, they are offered a spot in Harlem Gems, an enrichment pre-kindergarten program with a focus on early literacy development which provides instruction in Spanish and French to all students. While not all HCZ PAI kindergarteners have participated in the HCZ early childhood programs, the majority of them have. Consequently, we believe that our results on the NYSITELL underestimate the number of students who are learning English primarily at school. While there is no equivalent exam for pre-kindergarten students, we think that if we were able to assess our students when entering Gems, we would find a higher ELL rate.

In order to attract additional families, efforts will be made in: (1) Distributing and maintaining information/documents in a variety of languages on hand at each site, so that interested parents who walk in for information can readily have access to it; (2) Orientation explaining the ESL identification to our early childhood parents prior to their children transitioning to kindergarten at HCZ PAI ; (3) Having a translator sit down with parents to complete the Home Language Survey; and (4) Administering an interview in English and the student's home language.

STUDENTS WITH DISABILITIES

For the 17-18 school, we took more opportunities to inform the parents of the special education services at the HCZ PAI by joining HCZ Early Childhood events and providing information to the parents of 3 and 4 year olds. We worked closely with the Committee on Special Education to make sure that families are informed about the range of services that we offer.

As we move into the 2018-2019 school year, we plan to incorporate an information session at our lottery, so that lottery winners and wait listed children are informed earlier of the special education services that we provide. There will also be a special education workshop provided for parent association meetings with the intention of making them ambassadors to better inform other parents in the community about our special education services.

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

To ensure that our applicants, which are from primarily low income families suffer no hardships associated with their scholars receiving a high quality education, we provide free breakfast and lunch everyday, free uniforms and wraparound services to take the burden off of economically disadvantaged families.

In the 2017-18 school year, we increased the amount of external exposures, giving our economically disadvantaged scholars opportunities to experience trips, programs, performances and other experiences that they may not have been able to afford otherwise. In the 2018-2019 school year, we intend to increase these opportunities. We also continue to offer free breakfast, lunch, uniforms and wraparound services to relieve financial burden on families.

ENGLISH LANGUAGE LEARNERS

In order to retain our current families, HCZ PAI offers the following: (1) family orientation in the beginning of the year to welcome parents who speak a variety of languages, with translators on hand. It is an opportunity to share the ELL identification process and answer any questions that may arise; (2) Free meals; (3) ELL support, including intervention; (4) professional development for ESL teachers on best practices; and (5) disaggregating data by student groups and looking for positive gains and reductions in classification, hiring staff with appropriate certification, having an inclusive school culture.

In order to retain our current families HCZ PAI will: (1) increase the number of parent workshops; (2) continue to ensure that all relevant documents are translated in the most predominant languages found in the schools; and (3) ensure that a translator is available at all parent meetings.

STUDENTS WITH DISABILITIES

For the 17-18 school, we took more opportunities to inform parents of the special education services at HCZ PAI by joining HCZ Early Childhood events and providing information to the parents of 3 and 4 year olds. We worked closely with the Committee on Special Education to make sure that families are informed about the range of services that we offer. We also hosted parent events at each school, including content targeted at each respective group of parents.

In an effort to align best practices across our schools, we have assigned special education coordinators to new roles as special education managers so they can further align best practices across both PAI and PALL charter schools. Since this is primarily an administrative role, these individuals will be dedicated to providing workshops not only for staff members but for families as well. We believe that this will help retention and dispel the stigma that is sometimes associated with special education services. Although we do not provide 12:1:1, we use our SETSS services to provide comparable support to students with more restrictive programs in their IEPs.

APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

SOURCES

ⁱ Number of students actively enrolled on October 31, 2018 as recorded in ATS.

ⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and data from the Research and Policy Support Group. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

ⁱⁱⁱ School report card at data.nysed.gov.

^{iv} NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

^v State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and data from the Research and Policy Support Group. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{vi} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and data from the Research and Policy Support Group. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{vii} NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

^{viii} School Quality Reports and School Progress Reports available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{ix} Calculations based on data reported by the school in its renewal data collection form.

^xData from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

^{xi} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31st ATS pull for the evaluated year.

^{xii} Annual school audit

^{xiii} Annual school audit

^{xiv} Number of students actively enrolled on October 31, 2018 as recorded in ATS.

^{xv} School-reported suspension and expulsion data. City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

^{xvi} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

^{xvii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>

^{xviii} Data.nysed.gov

Accessibility Report

Filename: 2020-quick-reference-guide-for-survey-coordinators_ADA.pdf

Report created by: [Enter personal and organization information through the Preferences > Identity dialog.]

Organization:

Summary

The checker found no problems in this document.

- Needs manual check: 2
- Passed manually: 0
- Failed manually: 0
- Skipped: 1
- Passed: 29
- Failed: 0